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HLT Health

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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 5	Units of competency updated:(see mapping at www.cshisc.com.au). Equivalent outcome.
Release 4	Units of competency updated:(see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
Release 3	Added Taxonomy data. Equivalent outcome.
Release 2	Corrections to metadata and mapping. Minor corrections to formatting to improve readability.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Overall– decreased from 11 to 10 units Core – decreased from 8 to 7 units Electives – remains as 3 units Includes new unit: HLTAHW004, first aid and updated WHS unit

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:

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- 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 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
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety

Electives

CHCAOD001	Work in an alcohol and other drugs context
CHCCCS014	Provide brief intervention
CHCCCS026	Transport individuals
CHCCCS027	Visit client residence
CHCDIV001	Work with diverse people
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
HLTAID005	Provide first aid in remote situations
HLTPOP014	Assess readiness for and effect behaviour change
HLTPOP015	Provide information on smoking and smoking cessation

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HLTPOP016	Provide interventions to clients who are nicotine dependent
BSBADM101	Use business equipment and resources
BSBCMM201	Communicate in the workplace
BSBINM201	Process and maintain workplace information
BSBITU101	Operate a personal computer
BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment
BSBWOR202	Organise and complete daily work activities
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

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HLT21015 Certificate II in Medical Service First Response

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT21112 Certificate II in Emergency Medical Service First Response. Change in packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of first medical response workers or volunteers who provide initial care to patients. These people provide basic first aid and emergency responses in the pre-hospital/out-of hospital environment.

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

^ From 1 July 2022 the core unit HLTAID003 and elective units HLTAID005, HLTAID006, HLTAID007 must no longer be delivered and will be replaced in the Packaging Rules by the units HLTAID011, HLTAID013, HLTAID014, HLTAID015 - *for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units*

Packaging Rules

Total number of units = 9

- 4 core units
- 5 elective units, consisting of:
  - at least 2 units from the electives listed below
  - up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core

CHCDIV001	Work with diverse people
HLTAID003	Provide first aid
^ HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety

Electives

CHCCOM005	Communicate and work in health or community services
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
HLTAAP001	Recognise healthy body systems
HLTAAP002	Confirm physical health status
HLTAID005	Provide first aid in remote situations
^ HLTAID013	**Provide First Aid in remote or isolated site (must be delivered from 1 July 2022)**
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)**
HLTAMB014	Transport non-emergency patients under operational conditions
HLTWHS002	Follow safe work practices for direct client care
HLTWHS006	Manage personal stressors in the work environment
BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR203	Work effectively with others

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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

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HLT23215 Certificate II in Health Support Services

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT21212 Certificate II in Health Support Services. Change in packaging rules. Significant changes to core.

Qualification Description

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

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

Packaging Rules

Total number of units = 12

- 4 core units
- 8 elective units, consisting of:
  - at least 7 units from electives listed below
  - up to 1 unit from the electives listed below, any endorsed Training Package or accredited course – this unit must be relevant to the work outcome

Any combination of electives that meets the rules above can be selected for the award of the *Certificate II in Health Support Services*. Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for each specialisation:

- ALL Group A electives must be selected for award of the *Certificate II in Health Support Services (Cleaning)*

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- ALL Group B electives must be selected for award of the *Certificate II in Health Support Services (Laundry)*
- ALL Group C electives must be selected for award of the *Certificate II in Health Support Services (Food Services)*
- ALL Group D electives must be selected for award of the *Certificate II in Health Support Services (Grounds Maintenance)*
- ALL Group E electives must be selected for award of the *Certificate II in Health Support Services (General Maintenance)*
- ALL Group F electives must be selected for award of the *Certificate II in Health Support Services (Client Support)*
- ALL Group G electives must be selected for award of the *Certificate II in Health Support Services (Health Administration)*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety

Elective units

Group A electives – CLEANING specialisation

HLTHSS003	Perform general cleaning tasks in a clinical setting
CPPCLO2017A	Clean wet areas
CPPCLO2019A	Sort and remove waste and recyclable materials
CPPCLO2033A	Plan for safe and efficient cleaning activities
CPPCLO2035A	Maintain cleaning storage areas

Group B electives – LAUNDRY specialisation

HLTHSS006	Collect and manage linen stock at user-location
LMTLA2001A	Conduct safe handling of laundry chemicals

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LMTLA2002A Operate washing machines

LMTLA2006A Perform conditioning and drying processes

LMTLA2009A Inspect, fold and pack theatre linen

Group C electives – **FOOD SERVICES specialisation**

HLTFSE001 Follow basic food safety practices

HLTFSE002 Provide ward or unit based food preparation and distribution services

HLTFSE003 Perform kitchenware washing

HLTFSE009 Apply cook-freeze and reheating processes

SITXFSA202 Transport and store food

Group D electives – **GROUNDS MAINTENANCE specialisation**

AHCMOM204A Undertake operational maintenance of machinery

AHCMOM304A Operate machinery and equipment

AHCPGD203A Prune shrubs and small trees

AHCPMG201A Treat weeds

AHCPMG202A Treat plant pests, diseases and disorders

Group E electives – **GENERAL MAINTENANCE specialisation**

HLTHSS002 Perform general maintenance and provide assistance to tradespersons

HLTHSS008 Perform routine servicing of plant, equipment and machinery

CPPCLO2019A Sort and remove waste and recyclable materials

CPPCLO2037A Clean external surfaces

FDFOP2016A Work in a food handling area for non-food handlers

Group F electives – **CLIENT SUPPORT specialisation**

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CHCCCS012	Prepare and maintain beds
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTFSE002	Provide ward or unit based food preparation and distribution services
HLTHSS004	Handle and move equipment, goods and mail

Group G electives – HEALTH ADMINISTRATION specialisation

BSBADM101	Use business equipment and resources
BSBCUS201	Deliver a service to customers
BSBINM201	Process and maintain workplace information
BSBWOR202	Organise and complete daily work activities
BSBWOR204	Use business technology

Other electives

CHCCCS010	Maintain a high standard of service
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTFSE004	Serve cafeteria customers
HLTHSS001	Operate an incinerator
HLTHSS005	Undertake routine stock maintenance
HLTHSS007	Handle medical gases safely
HLTWHS005	Conduct manual tasks safely
AHCCHM201A	Apply chemicals under supervision
AHCDRG201A	Maintain drainage systems
AHCNSY202A	Tend nursery plants
AHCPGD201A	Plant trees and shrubs
BSBFLM312	Contribute to team effectiveness

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BSBITU201	Produce simple word processed documents
BSBITU202	Create and use spreadsheets
BSBWOR203	Work effectively with others
CPPCCL2007A	Perform basic stain removal
CPPCLO2001A	Maintain hard floor surfaces
CPPCLO2004A	Maintain carpeted floors
CPPCLO2015A	Maintain furniture, fittings and room dressing
CPPCLO3014A	Maintain ‘clean room’ environments
CPPCMN3001B	Participate in environmentally sustainable work practices
FNSACC301	Process financial transactions and extract interim reports
LMTLA2003A	Control washing extractor operation
LMTLA2004A	Perform linen rewash
LMTLA2005A	Operate hydro extractor
LMTLA2007A	Finish products for despatch
LMTLA2008A	Repair damaged laundry items
LMTLA2010A	Prepare products for storage or despatch
SITHCCC103	Prepare sandwiches (Note pre-reqs: SITXFSA101)
SITHCCC201	Produce dishes using basic methods of cookery (Note pre-reqs: SITXFSA101)
SITHCCC202	Produce appetisers and salads (Note pre-reqs: SITXFSA101)
SITHCCC203	Produce stocks, sauces and soups (Note pre-reqs: SITXFSA101)
SITHCCC205	Produce cook-chill and cook-freeze foods (Note pre-reqs: SITXFSA101)
SITHKOP101	Clean kitchen premises and equipment (Note pre-reqs: SITXFSA101)
SITXFSA101	Use hygienic practices for food safety
SITXINV202	Maintain the quality of perishable items (Note pre-reqs: SITXFSA101)
TLID2010	Operate a forklift

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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

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HLT26015 Certificate II in Population Health

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT20912 Certificate II in Population Health. Change to packaging rules.

Qualification Description

This qualification may be used as a pathway for workforce entry into population health work. At this level, work takes place under direct and regular supervision within clearly defined guidelines.

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

Packaging Rules

Total number of units = 9

- 3 core units
- 6 elective units, consisting of:
  - at least 3 units from the electives listed below
  - up to 3 units from the electives listed below, any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001 Work with diverse people

HLTPOP005 Work in a population health context

HLTWHS001 Participate in workplace health and safety

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Elective units

CHCCDE001	Support participative planning processes
CHCCDE004	Implement participation and engagement strategies
CHCCOM005	Communicate and work in health or community services
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety
CHCEDU008	Share health information
CHCGRP001	Support group activities
HLTHPS010	Interpret and use information about nutrition and diet
HLTPOP001	Provide basic repairs and maintenance to health hardware and fixtures
HLTPOP002	Monitor and maintain sewerage systems
HLTPOP003	Monitor and maintain water supply
HLTPOP004	Monitor and maintain rubbish collection and disposal systems
HLTPOP008	Develop and implement disease prevention and control measures
HLTPOP009	Provide information and support on environmental health issues

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

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HLT26115 Certificate II in Indigenous Environmental Health

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT21012 Certificate II in Indigenous Environmental Health. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification may be used as a pathway for workforce entry into indigenous environmental health work. At this level, work takes place under direct and regular supervision within clearly defined guidelines.

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

Packaging Rules

Total number of units = 9

- 5 core units
- 4 elective units, consisting of:
  - at least 2 units from the electives listed below
  - up to 2 units from the electives listed below, any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV002 Promote Aboriginal and Torres Strait Islander cultural safety

HLTPOP005 Work in a population health context

HLTPOP008 Develop and implement disease prevention and control measures

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HLTPOP009	Provide information and support on environmental health issues
HLTWHS001	Participate in workplace health and safety

Elective units

CHCCDE001	Support participative planning processes
CHCCDE004	Implement participation and engagement strategies
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCEDU008	Share health information
CHCGRP001	Support group activities
HLTHPS010	Interpret and use information about nutrition and diet
HLTPOP001	Provide basic repairs and maintenance to health hardware and fixtures
HLTPOP002	Monitor and maintain sewerage systems
HLTPOP003	Monitor and maintain water supply
HLTPOP004	Monitor and maintain rubbish collection and disposal systems

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

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

Modification History

Release	Comments
Release 5	Units of competency updated:(see mapping at www.cshisc.com.au). Equivalent outcome.
Release 4	Units of competency updated:(see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
Release 3	Updated mapping information. Added Taxonomy data. Equivalent outcome.
Release 2	Updated mapping information. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Overall – increase from 14 to 17 units Core – decrease from 13 to 12 units Electives – increase from 1 to 5 units Includes new unit HLTAHW015, first aid and updated WHS unit

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.

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

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core

CHCLEG001	Work legally and ethically
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
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety

Electives

CHCAGE005	Provide support to people living with dementia
CHCAOD001	Work in an alcohol and other drugs context
CHCAOD002	Work with clients who are intoxicated

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CHCAOD003	Provide needle and syringe services
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS009	Facilitate responsible behaviour
CHCCCS014	Provide brief intervention
CHCCCS017	Provide loss and grief support
CHCCCS019	Recognise and respond to crisis situations
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
CHCCCS027	Visit client residence
CHCCCS028	Provide client-centered support to people in crisis
CHCCDE004	Implement participation and engagement strategies
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDFV003	Promote community awareness of domestic and family violence
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDIS010	Provide person-centred services to people with disability with complex needs
CHCDIV001	Work with diverse people
CHCEDU002	Plan health promotion and community intervention
CHCEDU008	Share health information
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS001	Work with people with mental health issues
CHCPOL001	Contribute to the review and development of policies
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT002	Support the rights and safety of children and young people
HLTAHW012	Assist with substance misuse care

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HLTAHW013	Respond to emergencies
HLTAHW014	Work with Elders in Aboriginal and/or Torres Strait Islander communities
HLTAHW021	Provide nutrition guidance for specific health care
HLTAHW023	Plan, develop and evaluate health promotion and community development programs
HLTAHW024	Work in alcohol, other drug and mental health with Aboriginal and/or Torres Strait Islander communities
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
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
HLTAHW034	Provide healthy lifestyle programs and advice
HLTAHW035	Provide information and support around cancer
HLTAHW036	Provide information and support to women with breast cancer
HLTAHW051	Respond to loss, grief and trauma
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTOHC005	Use basic oral health screening tools
HLTPHA001	Maintain pharmaceutical imprest stock

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HLTPHA003	Assist with dispensing of prescriptions and medication orders
HLTPHA004	Order, maintain and distribute pharmaceutical stock
HLTPOP005	Work in a population health context
HLTPOP006	Contribute to working with the community to identify health needs
HLTPOP007	Contribute to population health project planning
HLTPOP009	Provide information and support on environmental health issues
HLTPOP010	Monitor and maintain dog health in the community
HLTPOP014	Assess readiness for and effect behaviour change
HLTPOP015	Provide information on smoking and smoking cessation
HLTPOP016	Provide interventions to clients who are nicotine dependent
HLTPOP018	Develop a plan of action to address land care issues in the community
BSBADM101	Use business equipment and resources
BSBADM409	Co-ordinate business resources
BSBCMM201	Communicate in the workplace
BSBCOM406	Conduct work within a compliance framework
BSBINM201	Process and maintain workplace information
BSBITU101	Operate a personal computer
BSBLDR403	Lead team effectiveness
BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR202	Organise and complete daily work activities
BSBWOR204	Use business technology
BSBWOR404	Develop work priorities
PSPPM402B	Manage simple projects
SIRCDIS301	Accept prescriptions and return dispensed medicines to customers
SIRCDIS302	Deliver medicines to customers outside the pharmacy
TAEDEL301A	Provide work skill instruction

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Qualification Mapping Information

No equivalent qualification

Links

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HLT31015 Certificate III in Ambulance Communications (Call-taking)

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT31912 Certificate III in Ambulance Communications (Call-taking). Change in packaging rules. Significant change to core units.

Qualification Description

This qualification reflects the role of ambulance communications call-takers who receive calls for service in emergency communication or coordination environments in a range of ambulance service organisations and under direct or indirect supervision.

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

^ From 1 July 2022 the elective units HLTAID003, HLTAID006 must no longer be delivered and will be replaced in the Packaging Rules by the units HLTAID011, HLTAID014 - *for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units*

Packaging Rules

Total number of units = 11

- 6 core units
- 5 elective units, consisting of:
  - at least 3 units from the electives listed below
  - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

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CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAMB005	Receive and respond to requests for ambulance service
HLTWHS001	Participate in workplace health and safety
BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR203	Work effectively with others

Elective units

CHCCOM001	Provide first point of contact
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCMHS001	Work with people with mental health issues
HLTAAP001	Recognise healthy body systems
HLTAID003	Provide first aid
^ HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
HLTAID006	Provide advanced first aid
^ HLTAID014	**Provide Advanced First Aid (must be delivered from 1 July 2022)**
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS006	Manage personal stressors in the work environment
PUAECO002A	Process emergency incident calls and enquiries
PUAECO004A	Operate computer aided dispatch system
TAEDEL404A	Mentor in the workplace

Qualification Mapping Information

No equivalent qualification.

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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

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HLT31115 Certificate III in Non-Emergency Patient Transport

Modification History

lease	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes 30212 Certificate III in Non-Emergency Client Transport. Change in packaging rules.

Qualification Description

This qualification reflects the role of workers such as non-emergency patient transport officers who provide non-emergency transport and care for patients who have non-acute or chronic illness or disability and require transport. Workers in this role provide appropriate patient assessment, follow procedures for safe removal of a patient for transport for pre-arranged or booked transport service and the time of response is not given high priority in comparison to emergency transport.

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

^ From 1 July 2022 the core unit HLTAID003 and elective units HLTAID005, HLTAID006, HLTAID007 must no longer be delivered and will be replaced in the Packaging Rules by the units HLTAID011, HLTAID013, HLTAID014, HLTAID015 - *for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units*

Packaging Rules

Total number of units = 13

- 8 core units
- 5 elective units, consisting of:
  - at least 3 units from the electives listed below
  - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAAP001	Recognise healthy body systems
HLTAID003	Provide first aid
^ HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
HLTAMB001	Follow procedures for routine safe removal of patient
HLTAMB014	Transport non-emergency patients under operational conditions
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS002	Follow safe work practices for direct client care

Elective units

CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
HLTAAP002	Confirm physical health status
HLTAID005	Provide first aid in remote situations
^ HLTAID013	**Provide First Aid in remote or isolated site (must be delivered from 1 July 2022)**
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)**
HLTAMB007	Assess and deliver basic clinical care
HLTAMB011	Manage a routine non-emergency scene
HLTWHS006	Manage personal stressors in the work environment

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BSBMED301 Interpret and apply medical terminology appropriately

Qualification Mapping Information

No equivalent qualification.

Links

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HLT31215 Certificate III in Basic Health Care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT33112 Certificate III in Basic Health Care. Change in packaging rules.

Qualification Description

This qualification reflects the role of first aid or medical response workers who provide basic health care services including emergency first aid and sometimes transport services in the pre-hospital/out-of hospital environment. The qualification applies to people who provide a first response in workplaces such as industrial sites, first aid organisations and the Australian Defence Force (ADF).

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

Packaging Rules

Total number of units = 13

- 6 core units
- 7 elective units, consisting of:
  - at least 3 units from the electives listed below
  - up to 4 units from the electives listed below, any endorsed Training Package or accredited course - these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

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HLTAAP001 Recognise healthy body systems

HLTAID006 Provide advanced first aid

HLTINF001 Comply with infection prevention and control policies and procedures

HLTWHS002 Follow safe work practices for direct client care

Elective units

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

CHCLEG001 Work legally and ethically

HLTAAP002 Confirm physical health status

HLTAID005 Provide first aid in remote situations

HLTAID007 Provide advanced resuscitation

HLTAMB001 Follow procedures for routine safe removal of patient

HLTAMB007 Assess and deliver basic clinical care

HLTAMB011 Manage a routine non-emergency scene

HLTAMB014 Transport non-emergency patients under operational conditions

HLTHPS001 Take clinical measurements

HLTHPS002 Support health professional in the delivery of care

HLTHPS006 Assist clients with medication

HLTWHS006 Manage personal stressors in the work environment

BSBMED301 Interpret and apply medical terminology appropriately

BSBWOR203 Work effectively with others

Qualification Mapping Information

No equivalent qualification.

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Links

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HLT33015 Certificate III in Allied Health Assistance

Modification History

Release	Comments
Release 2	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core. Minimum work requirement of 80 hours.

Qualification Description

This qualification reflects the role of allied health assistants who provide assistance to allied health professionals under predetermined guidelines. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional.

To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of the units of competency.

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

Packaging Rules

Total number of units = 11

- 8 core units
- 3 elective units, consisting of:
  - at least 2 units from the electives listed below
  - up to 1 unit from any endorsed Training Package or accredited course – the unit must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core units

CHCCCS010	Maintain a high standard of service
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAAP001	Recognise healthy body systems
HLTAHA001	Assist with an allied health program
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
BSBMED301	Interpret and apply medical terminology appropriately

Elective units

CHCCCS002	Assist with movement
CHCAGE001	Facilitate the empowerment of older people
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS009	Facilitate responsible behaviour
CHCCCS020	Respond effectively to behaviours of concern
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCMHS001	Work with people with mental health issues
CHCSET001	Work with forced migrants
CHCSOH001	Work with people experiencing or at risk of homelessness
HLTAHA025	Contribute to client flow and client information management in medical imaging
HLTAHA026	Support the medical imaging professional
HLTAID001	Provide cardiopulmonary resuscitation

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HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
HLTFSE001	Follow basic food safety practices
HLTINF002	Process reusable medical devices and equipment
HLTOHC005	Use basic oral health screening tools
BSBFLM312	Contribute to team effectiveness
BSBINN301	Promote innovation in a team environment
BSBMED302	Prepare and process medical accounts
BSBMED303	Maintain patient records
BSBWOR204	Use business technology

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

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HLT33115 Certificate III in Health Services Assistance

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0*. Units of competency updated: (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core. Minimum work requirement of 80 hours for Certificate III in Health Services Assistance (Assisting in nursing work in acute care).

Qualification Description

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

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

Packaging Rules

Total number of units = 15

- 7 core units
- 8 elective units, consisting of:
  - at least 6 units from the electives listed below,
  - up to 2 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Any combination of electives that meets the rules above can be selected for the award of the Certificate III in Health Services Assistance. Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for each specialisation:

- All Group A electives must be selected for award of the *Certificate III in Health Services Assistance (Operating theatre technician)*
- All Group B electives must be selected for award of the *Certificate III in Health Services Assistance (Assisting in nursing work in acute care).* To achieve this qualification with this specialisation, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of the unit of competency.

Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAAP001	Recognise healthy body systems
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR301	Organise personal work priorities and development

Elective units

Group A electives – OPERATING THEATRE TECHNICIAN specialisation

HLTTHE001	Handle and care for operating theatre equipment
HLTTHE002	Assist with preparation of clients for operative procedures
HLTTHE003	Provide intra-operative equipment and technical support

Group B electives – ASSISTING IN NURSING WORK IN ACUTE CARE specialisation

CHCCCS002	Assist with movement
CHCCCS020	Respond effectively to behaviours of concern

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CHCCCS026	Transport individuals
HLTAIN001	Assist with nursing care in an acute care environment
HLTAIN002	Provide non-client contact support in an acute care environment

Other electives

CHCAGE001	Facilitate the empowerment of older people
CHCAGE005	Provide support to people living with dementia
CHCAOD001	Work in an alcohol and other drugs context
CHCAOD002	Work with clients who are intoxicated
CHCCCS009	Facilitate responsible behaviour
CHCCCS010	Maintain a high standard of service
CHCCCS012	Prepare and maintain beds
CHCCCS015	Provide individualised support
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCMHS001	Work with people with mental health issues
CHCPRP005	Engage with health professionals and the health system
CHCSET001	Work with forced migrants
CHCSOH001	Work with people experiencing or at risk of homelessness
HLTAHA025	Contribute to client flow and client information management in medical imaging
HLTAHA026	Support the medical imaging professional
HLTAID001	Provide cardiopulmonary resuscitation
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
HLTAMB014	Transport non-emergency patients under operational conditions

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HLTFSE001	Follow basic food safety practices
HLTFSE002	Provide ward or unit based food preparation and distribution services
HLTFSE003	Perform kitchenware washing
HLTFSE004	Serve cafeteria customers
HLTFSE005	Apply and monitor food safety requirements
HLTFSE006	Prepare foods suitable for a range of client groups
HLTFSE007	Oversee the day-to-day implementation of food safety in the workplace
HLTFSE008	Conduct internal food safety audits
HLTFSE009	Apply cook-freeze and reheating processes
HLTHSS003	Perform general cleaning tasks in a clinical setting
HLTHSS004	Handle and move equipment, goods and mail
HLTHSS007	Handle medical gases safely
HLTOHC004	Provide or assist with oral hygiene
HLTSTE001	Clean and disinfect reusable medical devices
SITXFSA202	Transport and store food
SITXFSA401	Develop and implement a food safety program
BSBFLM312	Contribute to team effectiveness
BSBINN301	Promote innovation in a team environment
CPPCLO4022A	Organise and monitor cleaning operations

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

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HLT33215 Certificate III in Health Support Services

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT32812 Certificate III in Health Support Services. Change in packaging rules. Significant changes to core.

Qualification Description

This qualification covers workers who provide support for the effective functioning of health services. These functions are carried out under supervision and require the use of some discretion and judgement. These workers may also provide a team leadership, workplace training or leading hand function. These workers do not deliver direct care to clients.

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

Packaging Rules

Total number of units = 15

- 6 core units
- 9 elective units, consisting of:
  - at least 6 units from the electives listed below
  - up to 3 units from the electives listed below, any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome

Any combination of electives that meets the rules above can be selected for the award of the *Certificate III in Health Support Services*. Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for each specialisation:

- at least 6 Group A electives must be selected for award of the *Certificate III in Health Support Services (Cleaning)*

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- at least 6 Group B electives must be selected for award of the *Certificate III in Health Support Services (Laundry)*
- HLTFSE001 and at least 5 other Group C electives must be selected for award of the *Certificate III in Health Support Services (Food Services)*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
HLTWHS005	Conduct manual tasks safely
BSBWOR301	Organise personal work priorities and development

Elective units

Group A electives – CLEANING specialisation

CPPCCL2001A	Use hot water extraction
CPPCCL2003A	Use dry foam shampoo
CPPCCL2004A	Use dry absorbent compound
CPPCCL2005A	Use wet foam shampoo
CPPCLO2009A	Clean glass surfaces
CPPCLO2010A	Clean ceiling surfaces and fittings
CPPCLO3002A	Restore hard floor surfaces
CPPCLO3003A	Replace a hard floor finish
CPPCLO3013A	Clean window coverings
CPPCLO3016A	Wash furniture and fittings
CPPCLO3020A	Clean using pressure washing

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CPPCLO4022A	Organise and monitor cleaning operations

Group B electives – LAUNDRY specialisation

LMTGN2005B	Perform minor maintenance
LMTGN2006B	Perform test or inspection to check product quality
LMTGN2008B	Coordinate work of team or section
LMTGN2010B	Perform tasks to support production
LMTGN3001B	Control production in a section of a textiles, clothing and footwear enterprise
LMTGN3005B	Plan tasks to assist production operations
LMTGN4005A	Plan and implement production within a work area

Group C electives – FOOD SERVICES specialisation

HLTAHA018	Assist with planning and evaluating meals and menus to meet recommended dietary guidelines
HLTAHA019	Assist with the monitoring and modification of meals and menus according to individualised plans
HLTAHA020	Support food services in menu and meal order processing
HLTFSE001	Follow basic food safety practices
HLTFSE005	Apply and monitor food safety requirements
HLTFSE006	Prepare foods suitable for a range of client groups
HLTFSE007	Oversee the day-to-day implementation of food safety in the workplace
SITHCCC103	Prepare sandwiches (Note pre-req: SITXFSA101)
SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes (Note pre-req: SITXFSA101)
SITHCCC307	Prepare foods to meet special dietary requirements (Note pre-req: SITXFSA101)
SITXINV401	Control stock

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Other electives

CHCCCS009	Facilitate responsible behaviour
CHCCCS020	Respond effectively to behaviours of concern
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTFSE008	Conduct internal food safety audits
AHCCHM303A	Prepare and apply chemicals
AHCCHM304A	Transport, handle and store chemicals
AHCNSY306A	Implement a propagation plan
AHCPMG301A	Control weeds
AHCPMG302A	Control plant pests, diseases and disorders
AHCTRF302A	Establish turf
AHCTRF303A	Implement a grassed area maintenance program
BSBFLM312	Contribute to team effectiveness
BSBINN301	Promote innovation in a team environment
CPPCMN4002B	Implement and monitor environmentally sustainable work practices
SISCAQU001	Test pool water quality
SISCAQU004	Develop and implement pool water maintenance procedures
SITXFSA101	Use hygienic practices for food safety
SITXFSA401	Develop and implement a food safety program

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

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HLT35015 Certificate III in Dental Assisting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT31812 Certificate III in Dental Assisting. Change in packaging rules. Minimum work requirement of 250 hours.

Qualification Description

This qualification reflects the role of workers who assist a dentist, dental hygienist, dental prosthetist, dental therapist or oral health therapist during oral health care procedures. Their role includes maintaining high standards of infection control, assisting with practice administration and supporting quality and professionalism in the dental sector.

To achieve this qualification, the candidate must have completed at least 250 hours of work as detailed in the Assessment Requirements of the units of competency.

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

^ From 1 July 2022 the core unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - *for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units*

Packaging Rules

Total number of units = 11

- 9 core units
- 2 elective units, consisting of:
  - up to 2 units from the list of electives below, or
  - up to 2 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAID003	Provide first aid
^ HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
HLTDEN001	Prepare for and assist with oral health care procedures
HLTDEN002	Assist with dental radiography
HLTDEN003	Assist with administration in dental practice
HLTINF001	Comply with infection prevention and control policies and procedures
HLTINF002	Process reusable medical devices and equipment
HLTWHS001	Participate in workplace health and safety

Elective units

HLTDEN004	Implement an individualised oral hygiene program
HLTDEN010	Implement an oral hygiene program for older people
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTSTE001	Clean and disinfect reusable medical devices
HLTSTE005	Care for reusable medical devices
BSBFLM303	Contribute to effective workplace relationships
BSBWOR203	Work effectively with others
BSBWOR204	Use business technology

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Qualification Mapping Information

No equivalent qualification.

Links

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HLT35115 Certificate III in Dental Laboratory Assisting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT32712 Certificate III in Dental Laboratory Assisting. Change in packaging rules.

Qualification Description

This qualification reflects the role of a dental laboratory assistant responsible for pouring impressions, producing custom-made trays, manufacturing occlusal registration rims, transferring oral records, articulating models for a range of prostheses, and constructing mouthguards.

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

Packaging Rules

Total number of units = 11

- 10 core units
- 1 elective unit consisting of:
  - 1 unit from the electives list below, or
  - 1 unit from any endorsed Training Package or accredited course – this unit must be relevant to the work outcome.

The elective chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

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HLTAID003	Provide first aid
HLTDET001	Construct models
HLTDET002	Construct custom impression trays
HLTDET003	Construct registration rims
HLTDET004	Articulate models and transfer records
HLTDET005	Construct thermoformed bases and appliances
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS003	Maintain work health and safety

Elective units

CHCDIV002	Promote Aboriginal and/or Torres Strait islander cultural safety
HLTINF002	Process reusable medical devices and equipment
BSBADM409	Coordinate business resources
BSBINM301	Organise workplace information
BSBWOR204	Use business technology
BSBWOR301	Organise personal work priorities and development
BSBADM311	Maintain business resources
FSKDIG03	Use digital technology for routine workplace tasks

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

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HLT36015 Certificate III in Population Health

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT32212 Certificate III in Population Health. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of entry-level population health worker. At this level, work takes place under the direction of others and supervision may be direct or indirect. These workers contribute to the work of others through teamwork and coordination.

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

Packaging Rules

Total number of units = 13

- 6 core units
- 7 elective units, consisting of:
  - at least 4 units from the electives listed below
  - up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001 Work with diverse people

HLTPOP005 Work in a population health context

HLTPOP006 Contribute to working with the community to identify health needs

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HLTPOP007	Contribute to population health project planning
HLTWHS001	Participate in workplace health and safety
BSBWOR301	Organise personal work priorities and development

Elective units

CHCAGE001	Facilitate the empowerment of older people
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS001	Address the needs of people with chronic disease
CHCCCS014	Provide brief interventions
CHCCCS023	Support independence and wellbeing
CHCCCS028	Provide client-centred support to people in crisis
CHCCDE001	Support participative planning processes
CHCCDE004	Implement participation and engagement strategies
CHCCOM002	Use communication to build relationships
CHCCOM005	Communicate and work in health or community services
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety
CHCEDU008	Share health information
CHCGRP001	Support group activities
CHCGRP002	Plan and conduct group activities
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS001	Work with people with mental health issues
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCVOL002	Lead volunteer teams
HLTHPS010	Interpret and use information about nutrition and diet
HLTOHC005	Use basic oral health screening tools

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HLTPOP008	Develop and implement disease prevention and control measures
HLTPOP009	Provide information and support on environmental health issues
HLTPOP010	Monitor and maintain dog health in the community
HLTPOP011	Facilitate provision of correct functioning health hardware items in home and community
HLTPOP012	Contribute to testing of results of community water supply
HLTPOP013	Contribute to the implementation of a disaster plan
HLTPOP014	Assess readiness for and effect behaviour change
HLTPOP015	Provide information on smoking and smoking cessation
HLTPOP016	Provide interventions to clients who are nicotine dependent
HLTPOP018	Develop a plan of action to address land care issues in the community
CUFWRT301A	Write content for a range of media
CUFWRT403A	Write narration and current affairs material
PSPPM402B	Manage simple projects

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

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HLT36115 Certificate III in Indigenous Environmental Health

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT32312 Certificate III in Indigenous Environmental Health. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of entry-level indigenous environmental health worker. At this level, work takes place under the direction of others and supervision may be direct or indirect. These workers contribute to the work of others through teamwork and coordination.

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

Packaging Rules

Total number of units = 13

- 7 core units
- 6 elective units, consisting of:
  - at least 4 units from the electives listed below
  - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety
HLTPOP005	Work in a population health context
HLTPOP006	Contribute to working with the community to identify health needs

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HLTPOP008	Develop and implement disease prevention and control measures
HLTPOP009	Provide information and support on environmental health issues
HLTWHS001	Participate in workplace health and safety
BSBWOR301	Organise personal work priorities and development

Electives units

CHCAGE001	Facilitate the empowerment of older people
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS001	Address the needs of people with chronic disease
CHCCCS014	Provide brief interventions
CHCCCS023	Support independence and wellbeing
CHCCCS028	Provide client-centered support to people in crisis
CHCCDE001	Support participative planning processes
CHCCDE004	Implement participation and engagement strategies
CHCCOM002	Use communication to build relationships
CHCCOM005	Communicate and work in health or community services
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV001	Work with diverse people
CHCEDU008	Share health information
CHCGRP001	Support group activities
CHCGRP002	Plan and conduct group activities
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS001	Work with people with mental health issues
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCVOL002	Lead volunteer teams
HLTHPS010	Interpret and use information about nutrition and diet

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HLTOHC005	Use basic oral health screening tools
HLTPOP007	Contribute to population health project planning
HLTPOP010	Monitor and maintain dog health in the community
HLTPOP011	Facilitate provision of functional, durable health hardware items in home and community
HLTPOP012	Contribute to testing of results of community water supply
HLTPOP013	Contribute to the implementation of a disaster plan
HLTPOP014	Assess readiness for and effect behaviour change
HLTPOP015	Provide information on smoking and smoking cessation
HLTPOP016	Provide interventions to clients who are nicotine dependent
HLTPOP018	Develop a plan of action to address land care issues in the community
BSBRES401	Analyse and present research information
CUFWRT301A	Write content for a range of media
CUFWRT403A	Write narration and current affairs material
PSPPM402B	Manage simple projects

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

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HLT37015 Certificate III in Sterilisation Services

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of individuals working in instrument sterilising roles in a sterilising service or reprocessing area.

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

Packaging Rules

Total number of units = 14

- 10 core units
- 4 elective units, consisting of:
  - up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

HLTINF001 Comply with infection prevention and control policies and procedures

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HLTSTE001 Clean and disinfect reusable medical devices

HLTSTE002 Inspect and pack reusable medical devices

HLTSTE003 Sterilise loads

HLTSTE004 Manage sterile stock

HLTSTE005 Care for reusable medical devices

HLTWHS001 Participate in workplace health and safety

HLTWHS005 Conduct manual tasks safely

Elective units

HLTSTE006 Chemically disinfect reusable medical devices

BSBADM311 Maintain business resources

BSBFLM312 Contribute to team effectiveness

BSBINM301 Organise workplace information

BSBWOR204 Use business technology

BSBWOR301 Organise personal work priorities and development

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

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HLT37115 Certificate III in Hospital/Health Services Pharmacy Support

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules .

Qualification Description

This qualification reflects the role of pharmacy technicians and assistants who provide a range of assistance to pharmacists in hospital and community health settings. This may include pharmacies that are located outside of health services but supply medicines and products to hospitals and other health services.

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

Packaging Rules

Total number of units = 14

- 10 core units
- 4 elective units, consisting of:
  - at least 2 units from the electives listed below
  - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005 Communicate and work in health or community services

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CHCDIV001	Work with diverse people
HLTAAP001	Recognise healthy body systems
HLTINF001	Comply with infection prevention and control policies and procedures
HLTPHA001	Maintain pharmaceutical imprest stock
HLTPHA002	Pack pharmaceutical products
HLTPHA003	Assist with dispensing of prescriptions and medication orders
HLTPHA004	Order, maintain and distribute pharmaceutical stock
HLTWHS001	Participate in workplace health and safety
BSBMED301	Interpret and apply medical terminology appropriately

Elective units

BSBFLM312	Contribute to team effectiveness
BSBINM301	Organise workplace information
BSBINN301	Promote innovation in a team environment
BSBITU202	Create and use spreadsheets
BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment
BSBWOR301	Organise personal work priorities and development

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

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HLT37215 Certificate III in Pathology Collection

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Split of HLT32612. Change to packaging rules. Significant changes to core units minimum work requirements of 35 hours.

Qualification Description

This qualification reflects the role of pathology collectors. Workers in this role follow known routines and procedures, taking responsibility for their own work under general supervision. They combine communication, customer service and technical skills, and use discretion and judgment to adapt and transfer their skills to different situations.

To achieve this qualification, the candidate must have completed at least 35 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 14

- 9 core units
- 5 elective units, consisting of:
  - at least 2 units from the electives listed below
  - up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

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CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF001	Comply with infection prevention and control policies and procedures
HLTPAT001	Identify and respond to clinical risks in pathology collection
HLTPAT002	Perform venous blood collections
HLTPAT004	Collect pathology specimens other than blood
HLTWHS001	Participate in workplace health and safety
BSBCUS201	Deliver a service to customers
BSBMED301	Interpret and apply medical terminology appropriately

Elective units

CHCCCS027	Visit client residence
HLTAAP001	Recognise healthy body systems
HLTAID003	Provide first aid
HLTCAR001	Perform electrocardiography (ECG)
HLTCAR002	Perform holter monitoring
HLTHPS001	Take clinical measurements
HLTHPS002	Support health professional in the delivery of care
HLTHPS004	Measure spirometry
HLTPAT003	Perform capillary blood collections
HLTPAT005	Collect specimens for drugs of abuse testing
HLTPAT006	Receive, prepare and dispatch pathology specimens

Qualification Mapping Information

No equivalent qualification.

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Links

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HLT37315 Certificate III in Health Administration

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules.

Qualification Description

This qualification reflects the role of administrative workers in the health industry. These workers follow known routines and procedures, taking responsibility for their own work under general supervision. They combine communication, customer service and technical skills, and use discretion and judgment to adapt and transfer their skills to different situations.

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

Packaging Rules

Total number of units = 13

- 5 core units
- 8 elective units, consisting of:
  - at least 3 units from the Administration group below
  - up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

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HLTINF001 Comply with infection prevention and control policies and procedures

HLTWHS001 Participate in workplace health and safety

BSBMED301 Interpret and apply medical terminology appropriately

Elective units

Administration

HLTADM005 Produce coded clinical data

BSBFIA301 Maintain financial records

BSBFIA303 Process accounts payable and receivable

BSBFLM305 Support operational plan

BSBFLM309 Support continuous improvement systems and processes

BSBINM301 Organise workplace information

BSBINM401 Implement workplace information system

BSBINN201 Contribute to workplace innovation

BSBITU306 Design and produce business documents

BSBMED302 Prepare and process medical accounts

BSBMED303 Maintain patient records

BSBRKG301 Control records

BSBRKG303 Retrieve information from records

Other electives

CHCCCS020 Respond effectively to behaviours of concern

CHCCOM001 Provide first point of contact

HLTAID003 Provide first aid

BSBCUS301 Deliver and monitor a service to customers

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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

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HLT37415 Certificate III in Pathology Assistance

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Split of HLT32612. Change to packaging rules. Significant change to core units

Qualification Description

This qualification reflects the role of pathology assistants and specimen reception staff in laboratories. Workers in this role follow known routines and procedures, taking responsibility for their own work under general supervision.

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

Packaging Rules

Total number of units = 14

- 8 core units
- 6 elective units, consisting of:
  - at least 3 units from the Laboratory group below
  - up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core units

CHCCOM005 Communicate and work effectively in health or community services

CHCDIV001 Work with diverse people

HLTINF001 Comply with infection prevention and control policies and procedures

HLTPAT006 Receive, prepare and dispatch pathology specimens

HLTWHS001 Participate in workplace health and safety

BSBCUS201 Deliver a service to customers

BSBMED301 Interpret and apply medical terminology appropriately

BSBWOR204 Use business technology

Elective units

Laboratory

MSL922001A Record and present data

MSL933001A Maintain the laboratory/field workplace fit for purpose

MSL933002A Contribute to the achievement of quality objectives

MSL933004A Perform calibration checks on equipment and assist with its maintenance

MSL953001A Receive and prepare samples for testing

MSL973001A Perform basic tests

MSL973002A Prepare working solutions

MSL973003A Prepare culture media

MSL973004A Perform aseptic techniques

MSL973007A Perform microscopic examination

MSL974006A Perform biological procedures

Other electives

HLTAAP001 Recognise healthy body systems

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BSBITU301	Create and use databases
BSBITU304	Produce spreadsheets
TLIF3091A	Apply awareness of dangerous goods and hazardous materials requirements

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

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

Modification History

Release	Comments
Release 5	Units of competency updated (see mapping at www.cshisc.com.au). Typographical errors corrected. Equivalent outcome.
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
Release 3	Added Taxonomy data. Equivalent outcome.
Release 2	Corrections to metadata and mapping. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Overall – increase from 14 to 21 units Core – increase from 9 to 14 units Electives – increase from 5 to 7 units Includes new unit HLTAHW037 Includes first aid and updated WHS unit Removal of entry requirements

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.

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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 contribute to a valid, industry-supported vocational outcome.

Core

CHCLEG001	Work legally and ethically
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

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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
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety

Electives

CHCAGE005	Provide support to people living with dementia
CHCAOD001	Work in an alcohol and other drugs context
CHCAOD002	Work with clients who are intoxicated
CHCAOD003	Provide needle and syringe services
CHCAOD004	Assess needs of client with alcohol and other drugs issues
CHCAOD005	Provide alcohol and other drugs withdrawal services
CHCCCS001	Address the needs of people with chronic disease
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS004	Assess co-existing needs
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS007	Develop and implement service programs

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CHCCCS009	Facilitate responsible behaviour
CHCCCS014	Provide brief interventions
CHCCCS015	Provide individualised support
CHCCCS016	Respond to client needs
CHCCCS017	Provide loss and grief support
CHCCCS019	Recognise and respond to crisis situations
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS023	Support independence and wellbeing
CHCCCS028	Provide client-centered support to people in crisis
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies
CHCCDE007	Develop and provide community projects
CHCCDE011	Implement community development strategies
CHCCDE014	Facilitate the development of community capacity to manage place making
CHCCOM002	Use communication to build relationships
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDFV002	Provide support to children affected by domestic and family violence
CHCDFV003	Promote community awareness of domestic and family violence
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV007	Work with users of violence to effect change
CHCDIS010	Provide person-centred services to people with disability with complex needs

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CHCDIV001	Work with diverse people
CHCEDU002	Plan health promotion and community intervention
CHCEDU008	Share health information
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS005	Provide services to people with coexisting mental health and alcohol and other drugs issues
CHCPOL001	Contribute to the review and development of policies
CHCPOL003	Research and apply evidence to practice
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
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
HLTAHW010	Identify community health issues, needs and strategies
HLTAHW012	Assist with prevention and minimisation of substance misuse
HLTAHW013	Respond to emergencies
HLTAHW014	Work effectively with Elders in Aboriginal and/or Torres Strait Islander communities
HLTAHW024	Work in alcohol, other drug and mental health care with Aboriginal and/or Torres Strait Islander communities
HLTAHW025	Provide information and strategies in health care

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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
HLTAHW029	Provide information and strategies in maternal and infant health
HLTAHW030	Provide information and strategies in eye health
HLTAHW031	Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families
HLTAHW032	Supervise individual workers
HLTAHW033	Maintain community health profile
HLTAHW034	Provide healthy lifestyle programs and advice
HLTAHW035	Provide information and support around cancer
HLTAHW036	Provide information and support to women with breast cancer
HLTAHW040	Promote burns prevention in homes and the community
HLTAHW041	Assess and manage emergency treatment of burns
HLTAHW042	Implement a burns rehabilitation care plan
HLTAHW043	Facilitate access to tertiary health services
HLTAHW051	Respond to loss, grief and trauma
HLTAHW053	Address impact of food security on community health
HLTAHW062	Supervise a health care team
HLTAID007	Provide advanced resuscitation
HLTAUD002	Conduct play audiometry
HLTAUD003	Assess and respond to occupational noise risk
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health

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HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTOHC005	Use basic oral health screening tools
HLTPOP006	Contribute to working with the community to identify health needs
HLTPOP007	Contribute to population health project planning
HLTPOP009	Provide information and support on environmental health issues
HLTPOP013	Contribute to the implementation of a disaster plan
HLTPOP014	Assess readiness for and effect behaviour change
HLTPOP015	Provide information on smoking and smoking cessation
HLTPOP016	Provide interventions to clients who are nicotine dependent
HLTPOP019	Apply a population health framework
HLTPOP020	Work with the community to identify health needs
HLTPOP021	Plan a population health project
HLTPOP023	Build capacity to promote health
BSBADM409	Coordinate business resources
BSBATSIC511	Plan and conduct a community meeting
BSBATSIW417	Select and use technology
BSBCOM406	Conduct work within a compliance framework
BSBCUE301	Use multiple information systems
BSBCUE404	Collect, analyse and record information
BSBCUE405	Survey stakeholders to gather and record information
BSBINM302	Utilise a knowledge management system
BSBITU301	Create and use databases

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BSBLDR403	Lead team effectiveness
BSBPUB402	Develop public relations campaigns
BSBWOR404	Develop work priorities
PSPPM402B	Manage simple projects
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

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

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

Modification History

Release	Comments
Release 5	Units of competency updated (see mapping at www.cshisc.com.au). Typographical errors corrected. Equivalent outcome.
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 3	Added Taxonomy data. Equivalent outcome.
Release 2	Minor changes to formatting to improve readability. Corrections to metadata.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Overall – increase from 13 to 21 units Core – increase from 10 to 14 units Electives – increase from 3 to 7 units Includes new unit HLTAHW037 Includes first aid and updated WHS unit Removal of entry requirements

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.

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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 contribute to a valid, industry-supported vocational outcome.

Core

CHCLEG001	Work legally and ethically
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
HLTINF001	Comply with infection prevention and control policies and procedures

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HLTWHS001 Participate in workplace health and safety

Electives

CHCAGE005 Provide support to people living with dementia

CHCAOD001 Work in an alcohol and other drugs context

CHCAOD002 Work with clients who are intoxicated

CHCAOD003 Provide needle and syringe services

CHCAOD004 Assess needs of client with alcohol and other drugs issues

CHCAOD005 Provide alcohol and other drugs withdrawal services

CHCCCS001 Address the needs of people with chronic disease

CHCCCS003 Increase the safety of individuals at risk of suicide

CHCCCS004 Assess co-existing needs

CHCCCS006 Facilitate individual service planning and delivery

CHCCCS007 Develop and implement service programs

CHCCCS009 Facilitate responsible behaviour

CHCCCS014 Provide brief interventions

CHCCCS015 Provide individualised support

CHCCCS016 Respond to client needs

CHCCCS017 Provide loss and grief support

CHCCCS019 Recognise and respond to crisis situations

CHCCCS020 Respond effectively to behaviours of concern

CHCCCS023 Support independence and wellbeing

CHCCCS028 Provide client-centered support to people in crisis

CHCCDE003 Work within a community development framework

CHCCDE004 Implement participation and engagement strategies

CHCCDE007 Develop and provide community projects

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CHCCDE011	Implement community development strategies
CHCCDE014	Facilitate the development of community capacity to manage place making
CHCCOM002	Use communication to build relationships
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDFV002	Provide support to children affected by domestic and family violence
CHCDFV003	Promote community awareness of domestic and family violence
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV007	Work with users of violence to effect change
CHCDIS010	Provide person-centred services to people with disability with complex needs
CHCDIV001	Work with diverse people
CHCEDU002	Plan health promotion and community intervention
CHCEDU008	Share health information
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS005	Provide services to people with coexisting mental health and alcohol and other drugs issues
CHCPOL001	Contribute to the review and development of policies
CHCPOL003	Research and apply evidence to practice
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
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

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CHCYTH004	Respond to critical situations
CHCYTH011	Work effectively with young people and their families
HLTAHW010	Identify community health issues, needs and strategies
HLTAHW012	Assist with prevention and minimisation of substance misuse
HLTAHW013	Respond to emergencies
HLTAHW014	Work with Elders in Aboriginal and/or Torres Strait Islander communities
HLTAHW023	Plan, develop and evaluate health promotion and community development programs
HLTAHW024	Work in alcohol, other drugs and mental health care with Aboriginal and/or Torres Strait Islander communities
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
HLTAHW029	Provide information and strategies in maternal and infant health
HLTAHW030	Provide information and strategies in eye health
HLTAHW031	Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families
HLTAHW032	Supervise individual workers
HLTAHW033	Maintain community health profile
HLTAHW034	Provide healthy lifestyle programs and advice
HLTAHW035	Provide information and support around cancer
HLTAHW036	Provide information and support to women with breast cancer
HLTAHW038	Assess and promote physical and emotional wellbeing of children
HLTAHW039	Monitor early childhood growth and development
HLTAHW040	Promote burns prevention in homes and the community

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HLTAHW041 Assess and manage emergency treatment of burns

HLTAHW042 Implement a burns rehabilitation care plan

HLTAHW043 Facilitate access to tertiary health services

HLTAHW051 Respond to loss, grief and trauma

HLTAHW053 Address impact of food security on community health

HLTAHW062 Supervise a health care team

HLTAUD002 Conduct play audiometry

HLTAUD003 Assess and respond to occupational noise risk

HLTOHC001 Recognise and respond to oral health issues

HLTOHC002 Inform and support patients and groups about oral health

HLTOHC003 Apply and manage use of basic oral health products

HLTOHC004 Provide or assist with oral hygiene

HLTOHC005 Use basic oral health screening tools

HLTOHC006 Apply fluoride varnish

HLTPAT001 Identify and respond to clinical risks in pathology collection

HLTPAT002 Perform venous blood collection

HLTPAT004 Collect pathology specimens other than blood

HLTPOP006 Contribute to working with the community to identify health needs

HLTPOP007 Contribute to population health project planning

HLTPOP009 Provide information and support on environmental health issues

HLTPOP013 Contribute to the implementation of a disaster plan

HLTPOP014 Assess readiness for and effect behaviour change

HLTPOP015 Provide information on smoking and smoking cessation

HLTPOP016 Provide interventions to clients who are nicotine dependent

HLTPOP019 Apply a population health framework

HLTPOP020 Work with the community to identify health needs

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HLTPOP021	Plan a population health project
HLTPOP023	Build capacity to promote health
BSBADM409	Co-ordinate business resources
BSBATSIC511	Plan and conduct a community meeting
BSBCOM406	Conduct work within a compliance framework
BSBCUE404	Collect, analyse and record information
BSBCUE405	Survey stakeholders to gather and record information
BSBITU301	Create and use databases
BSBLDR403	Lead team effectiveness
BSBPUB402	Develop public relations campaigns
BSBWOR404	Develop work priorities
PSPPM402B	Manage simple projects
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

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

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HLT41015 Certificate IV in Ambulance Communications (Dispatch)

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release* 3.0 and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT41112. Change in packaging rules. Removal of entry requirements. Significant change in core units.

Qualification Description

This qualification reflects the role of workers who have responsibility for dispatch and call-taking in an ambulance communication or coordination environment. The qualification applies to people such as dispatch officers or emergency medical dispatch support officers working in emergency support and ambulance dispatch and communications. Such individuals are expected to work independently, take responsibility for their own outputs and act on information from a range of sources.

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

^ From 1 July 2022 the elective units HLTAID003, HLTAID006 must no longer be delivered and will be replaced in the Packaging Rules by the units HLTAID011, HLTAID014 - *for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units*

Packaging Rules

Total number of units = 14

- 9 core units
- 5 elective units, consisting of:
  - at least 3 unit from the electives listed below,
  - up to 2 elective units can be selected from any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAMB005	Receive and respond to requests for ambulance service
HLTAMB006	Assign and coordinate ambulance service resources
HLTWHS001	Participate in workplace health and safety
BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR203	Work effectively with others
PUAECO003A	Operate and control radio networks
PUAECO004A	Operate computer aided dispatch system

Elective units

CHCCOM001	Provide first point of contact
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCMHS001	Work with people with mental health issues
HLTAAP001	Recognise healthy body systems
HLTAID003	Provide first aid
^ HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
HLTAID006	Provide advanced first aid
^ HLTAID014	**Provide Advanced First Aid (must be delivered from 1 July 2022)**
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS003	Maintain work health and safety
HLTWHS006	Manage personal stressors in the work environment
PUAECO002A	Process emergency incident calls and enquiries
TAEDEL404A	Mentor in the workplace

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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

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HLT41115 Certificate IV in Health Care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release* 3.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Minimum work requirement of 80 hours. Supersedes HLT41012

Qualification Description

This qualification reflects the role of workers who provide initial pre-hospital and out-of-hospital basic health care response and assessment to patients requiring urgent medical services. The provision of urgent clinical care includes providing basic life support. The qualification applies to people working in a variety of roles including ambulance officers, patient transport officers, industrial medics and basic life support medics.

To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 16

- 9 core units
- 7 elective units, consisting of:
  - at least 3 units from the electives listed below,
  - up to 4 units from any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

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CHCDIV001 Work with diverse people

HLTAAP002 Confirm physical health status

HLTAMB001 Follow procedures for routine safe removal of patient

HLTAMB007 Assess and deliver basic clinical care

HLTAMB011 Manage a routine non-emergency scene

HLTAMB012 Communicate in complex situations to support health care

HLTINF001 Comply with infection prevention and control policies and procedures

HLTWHS002 Follow safe work practices for direct client care

HLTWHS006 Manage personal stressors in the work environment

Electives

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

CHCLEG001 Work legally and ethically

HLTAMB002 Implement safe access and egress in an emergency

HLTAMB003 Transport emergency patients

HLTAMB013 Contribute to managing the scene of an emergency

HLTAMB014 Transport non-emergency patients under operational conditions

BSBFLM303 Contribute to effective workplace relationships

BSBMED301 Interpret and apply medical terminology appropriately

TAEASS301B Contribute to assessment

TAEASS401B Plan assessment activities and processes

TAEASS402B Assess competence

TAEASS403B Participate in assessment validation

TAEDEL404A Mentor in the workplace

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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

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HLT42015 Certificate IV in Massage Therapy

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0*. Updated title of HLTINF004. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units. Minimum clinic requirement of 80 hours.

Qualification Description

This qualification reflects the role of massage therapists who provide general health maintenance treatments. It does not reflect the role of a remedial massage therapist. Practitioners may be self-employed or work within a larger health service.

To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 13

- 10 core units
- 3 elective units, consisting of:
    - at least 1 unit from the Business Management group below
    - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core units

CHCCOM006 Establish and manage client relationships

CHCDIV001 Work with diverse people

CHCLEG003 Manage legal and ethical compliance

HLTAAP002 Confirm physical health status

HLTAID003 Provide first aid

HLTINF004 Manage the prevention and control of infection

HLTMSG001 Develop massage practice

HLTMSG002 Assess client massage needs

HLTMSG004 Provide massage treatments

HLTWHS004 Manage work health and safety

Elective units

Business Management

BSBSMB403 Market the small business

BSBSMB404 Undertake small business planning

BSBSMB405 Monitor and manage small business operations

BSBSMB406 Manage small business finances

Other electives

CHCAGE001 Facilitate the empowerment of older people

CHCCCS001 Address the needs of people with chronic disease

CHCCCS027 Visit client residence

CHCDIS007 Facilitate the empowerment of people with disability

CHCMHS001 Work with people with mental health issues

CHCPRP003 Reflect on and improve own professional practice

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HLTARO001 Develop aromatherapy practice

HLTARO002 Source and prepare aromatherapy products

HLTREF002 Provide reflexology for relaxation

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

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HLT43015 Certificate IV in Allied Health Assistance

Modification History

Release	Comments
Release 2	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLT31512/HLT42512. Change in packaging rules. Significant changes to core. Entry requirements removed. Minimum work requirement of 120 hours.

Qualification Description

This qualification reflects the role of workers who provide therapeutic and program related support to allied health professionals. The worker is required to conduct therapeutic and program related activities under the guidance of an allied health professional. Supervision may be direct, indirect or remote and must occur within organisation requirements. The worker is required to identify client circumstances that need additional input from the allied health professional. The worker may be engaged to work in a specialty area or work generically across the organisation in delivery of allied health assistance services. The worker, in conjunction with the allied health professional, may have responsibility for supervising other allied health assistance workers.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

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

Packaging Rules

Total number of units = 16

- 7 core units
- 9 elective units, consisting of:

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- at least 6 units from the electives listed below, at least 2 of these units must be coded HLTAHA
- up to 3 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome

Any combination of electives that meets the rules above can be selected for the award of the *Certificate IV in Allied Health Assistance*. Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for each specialisation:

- All Group A electives must be selected for award of the *Certificate IV in Allied Health Assistance (Physiotherapy)*
- All Group B electives must be selected for award of the *Certificate IV in Allied Health Assistance (Podiatry)*
- All Group C electives must be selected for award of the *Certificate IV in Allied Health Assistance (Occupational therapy*)
- All Group D electives must be selected for award of the *Certificate IV in Allied Health* Assistance (*Speech pathology*)
- All Group E electives must be selected for award of the *Certificate IV in Allied Health* Assistance (*Community rehabilitation)*
- All Group F electives must be selected for award of the *Certificate IV in Allied Health Assistance (Nutrition and dietetics)*

Where 2 (or more) specialisations are completed, award of the qualification would read, for example, *Certificate IV in Allied Health Assistance (Physiotherapy, Occupational Therapy)*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCLEG003	Manage legal and ethical compliance
HLTAAP001	Recognise healthy body systems
HLTAAP002	Confirm physical health status
HLTWHS002	Follow safe work practices for direct client care
BSBMED301	Interpret and apply medical terminology appropriately

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Elective units

Group A electives – PHYSIOTHERAPY specialisation

HLTAHA003 Deliver and monitor a client-specific physiotherapy program

HLTAHA005 Support the delivery and monitoring of physiotherapy programs for mobility

Group B electives – PODIATRY specialisation

HLTAHA006 Assist with basic foot hygiene

HLTAHA007 Assist with podiatric procedures

HLTAHA008 Assist with podiatry assessment and exercise

Group C electives – OCCUPATIONAL THERAPY specialisation

HLTAHA010 Assist with the development and maintenance of client functional status

HLTAHA016 Support the fitting of assistive equipment

Group D electives – SPEECH PATHOLOGY specialisation

HLTAHA012 Support the development of speech and communication skills

HLTAHA013 Provide support in dysphagia management

HLTAHA014 Assist and support the use of augmentative and alternative communication systems

Group E electives – COMMUNITY REHABILITATION specialisation

HLTAHA004 Support client independence and community participation

HLTAHA024 Work within a community rehabilitation environment

Group F electives – NUTRITION and DIETETICS specialisation

HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines

HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans

HLTAHA020 Support food services in menu and meal order processing

HLTAHA021 Assist with screening and implementation of therapeutic diets

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Other electives

CHCAGE001	Facilitate the empowerment of older people
CHCAGE005	Provide support to people living with dementia
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS001	Address the needs of people with chronic disease
CHCCCS002	Assist with movement
CHCCCS004	Assess co-existing needs
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS009	Facilitate responsible behaviour
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS023	Support independence and wellbeing
CHCCCS027	Visit client residence
CHCCOM002	Use communication to build relationships
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCHCS001	Provide home and community support services
CHCLAH001	Work effectively in the leisure and health industries
CHCLAH002	Contribute to leisure and health programming
CHCLAH003	Participate in the planning, implementation and monitoring of individual leisure and health programs
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with service providers
CHCMHS001	Work with people with mental health issues
CHCPOL003	Research and apply evidence to practice
CHCPRT002	Support the rights and safety of children and young people

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CHCPRT003	Work collaboratively to maintain an environment safe for children and young people
CHCSET001	Work with forced migrants
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCYTH001	Engage respectfully with young people
HLTAHA001	Assist with an allied health program
HLTAHA002	Assist with the application and removal of casts
HLTAHA009	Assist in the rehabilitation of clients
HLTAHA011	Conduct group sessions for individual client outcomes
HLTAHA015	Deliver and monitor a hydrotherapy program
HLTAHA017	Assist with social work
HLTAHA022	Prepare infant formulas
HLTAHA023	Support the provision of basic nutrition advice and education
HLTAHA025	Contribute to client flow and client information management in medical imaging
HLTAHA026	Support the medical imaging professional
HLTAID001	Perform cardiopulmonary resuscitation
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
HLTAID006	Provide advanced first aid
HLTAUD001	Assess hearing
HLTAUD002	Conduct play audiometry
HLTAUD003	Assess and respond to occupational noise risk
HLTFSE001	Follow basic food safety practices
HLTFSE005	Apply and monitor food safety requirements
HLTFSE008	Conduct internal food safety audits

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HLTINF002	Process reusable medical devices and equipment
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTOHC005	Use basic oral health screening tools
HLTOHC006	Apply fluoride varnish
BSBAUD402	Participate in a quality audit
BSBFIM501	Manage budgets and financial plans
BSBFLM306	Provide workplace information and resourcing plans
BSBINM301	Organise workplace information
BSBINN301	Promote innovation in a team environment
BSBLDR402	Lead effective workplace relationships
BSBMED401	Manage patient recordkeeping system
BSBMGT401	Show leadership in the workplace
BSBMGT406	Plan and monitor continuous improvement
BSBWOR204	Use business technology
BSBWOR502	Lead and manage team effectiveness
SISCAQU008	Instruct water familiarisation, buoyancy and mobility skills
SISFFIT003	Instruct fitness programs
SISFFIT019	Incorporate exercise science principles into fitness programming
SITXFSA401	Develop and implement a food safety program
TAEDEL301A	Provide work skill instruction
TAEDEL402A	Plan, organise and facilitate learning in the workplace

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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

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HLT45015 Certificate IV in Dental Assisting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release* 3.0 and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Minimum work requirements of 250 hours. Supersedes HLT43012

Qualification Description

This qualification reflects the role of workers who provide an advanced level of assistance to a dentist, dental hygienist, dental prosthetist, dental therapist or oral health therapist, which contributes to the quality of oral health care.

To achieve this qualification, the candidate must have completed at least 250 hours of work as detailed in the Assessment Requirements of the units of competency.

Jurisdictional legislative radiation licensing requirements may apply to candidates who undertake Group A electives for Radiography specialisation. If Radiography units or a Radiology specialisation is not selected, no licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

^ From 1 July 2022 the core unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - *for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units*

Packaging Rules

Total number of units = 14

- 10 core units
- 4 elective units, consisting of:
  - at least 3 units must be from those units listed under Groups A, B, C, D or E
  - up to1 unit from any endorsed Training Package or accredited course – these units must be relevant to the work outcome

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Any combination of electives that meets the rules above can be selected for the award of the *Certificate IV in Dental Assisting*. Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for each specialisation:

- All Group A electives must be selected for award of the *Certificate IV in Dental Assisting (Radiography)*
- All Group B electives must be selected for award of the *Certificate IV in Dental Assisting (Oral Health Promotion)*
- All Group C electives must be selected for award of the *Certificate IV in Dental Assisting (General Anaesthesia and Conscious Sedation)*
- All Group D electives must be selected for award of the *Certificate IV in Dental Assisting (Technical Records)*
- All Group E electives must be selected for award of the *Certificate IV in Dental Assisting (Dental Practice Administration Work)*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAID003	Provide first aid
^ HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
HLTDEN001	Prepare for and assist with oral health care procedures
HLTDEN002	Assist with dental radiography
HLTDEN003	Assist with administration in dental practice
HLTINF001	Comply with infection prevention and control policies and procedures
HLTINF002	Process reusable medical devices and equipment
HLTINF003	Implement and monitor infection prevention and control policies and procedures
HLTWHS003	Maintain work health and safety

Elective units

Group A electives – RADIOGRAPHY specialisation

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HLTDEN007 Apply the principles of radiation biology and protection in dental practice

HLTDEN008 Prepare to expose a prescribed dental radiographic image

HLTDEN009 Produce a prescribed dental radiographic image

Group B electives – ORAL HEALTH PROMOTION specialisation

HLTDEN004 Implement an individualised oral hygiene program

HLTDEN010 Implement an oral hygiene program for older people

HLTDEN011 Implement an oral health promotion program

Group C electives – GENERAL ANAESTHESIA AND CONSCIOUS SEDATION specialisation

HLTDEN005 Assist in oral health care procedures during general anaesthesia

HLTDEN006 Assist in oral health care procedures during conscious sedation

Group D electives – TECHNICAL RECORDS specialisation

HLTDEN012 Take an impression for study models

HLTDEN014 Take a clinical photograph

HLTDET001 Construct models

HLTDET002 Construct custom impression trays

Group E electives – DENTAL PRACTICE ADMINISTRATION WORK specialisation

HLTDEN013 Allocate treatment appointments according to priority

BSBADM409 Coordinate business resources

BSBMED401 Manage patient recordkeeping system

Other electives

CHCEDU001 Provide community focused health promotion and prevention strategies

HLTDET003 Construct registration rims

HLTDET005 Construct thermoformed bases and appliances

HLTOHC001 Recognise and respond to oral health issues

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HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTTHE001	Handle and care for operating theatre equipment
HLTTHE002	Assist with preparation of clients for operative procedures
HLTTHE003	Provide intra-operative equipment and technical support
BSBMED301	Interpret and apply medical terminology appropriately
BSBRSK401	Identify risk and apply risk management processes
BSBPMG413	Apply project human resources management approaches
TAEDEL301A	Provide work skill instruction
TLIP5037A	Develop workplace policy and procedures

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

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HLT46015 Certificate IV in Population Health

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release* 3.0 and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT42312. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of individuals who provide basic support in population health work. At this level, workers may be autonomous with limited responsibility within established parameters and may be required to supervise and lead other workers.

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

Packaging Rules

Total number of units = 18

- 9 core units
- 9 elective units, consisting of:
  - at least 5 units from the electives listed below
  - up to 4 unit from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCADV005 Provide system advocacy services

CHCDIV001 Work with diverse people

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CHCLEG001	Work legally and ethically
HLTPOP019	Apply a population health framework
HLTPOP020	Work with the community to identify health needs
HLTPOP021	Plan a population health project
HLTPOP022	Evaluate a population health project
HLTPOP023	Build capacity to promote health
HLTWHS003	Maintain work health and safety

Elective units

CHCAGE001	Facilitate the empowerment of older people
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS001	Address the needs of people with chronic disease
CHCCCS014	Provide brief interventions
CHCCCS023	Support independence and wellbeing
CHCCCS028	Provide client-centred support to people in crisis
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies
CHCCDE005	Develop and support relevant community resources
CHCCDE007	Develop and provide community projects
CHCCDE008	Support community action
CHCCDE009	Develop and support community leadership
CHCCDE011	Implement community development strategies
CHCCOM002	Use communication to build relationships
CHCCOM003	Develop workplace communication strategies
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural Safety

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CHCEDU008	Share health information
CHCGRP002	Plan and conduct group activities
CHCLLN001	Respond to client language, literacy and numeracy
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with service providers
CHCMGT003	Lead the work team
CHCMGT004	Secure and manage funding
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMGT007	Work effectively with the Board of an organisation
CHCMHS001	Work with people with mental health issues
CHCPOL001	Contribute to the review and development of policies
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
CHCPRP004	Promote and represent the service
CHCSOH001	Work with people experiencing or at risk of homelessness
CUFWRT301A	Write content for a range of media
CUFWRT403A	Write narration and current affairs material
HLTHPS010	Interpret and use information about nutrition and diet
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC005	Use basic oral health screening tools
HLTPOP014	Assess readiness for and effect behaviour change
HLTPOP015	Provide information on smoking and smoking cessation
HLTPOP016	Provide interventions to clients who are nicotine dependent
HLTPOP017	Identify pest control strategies
HLTPOP018	Develop a plan of action to address land care issues in the community

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BSBITU301	Create and use databases
BSBLDR402	Lead effective workplace relationships
BSBLED806	Plan and implement a coaching strategy
BSBPUB402	Develop public relations campaigns
BSBRES401	Analyse and present research information
LGACOM407B	Manage finances within a budget
LGACOM503B	Prepare a budget
LGAEHRW505B	Implement strategies to minimise the impact of waste on the environment
PSPPM402B	Manage simple projects

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

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HLT46115 Certificate IV in Indigenous Environmental Health

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT42412 Certificate IV in Indigenous Environmental Health. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of individuals who provide basic support in indigenous environmental health work. At this level, workers may be autonomous with limited responsibility within established parameters and may be required to supervise and lead other workers.

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

Packaging Rules

Total number of units = 18

- 12 core units
- 6 elective units, consisting of:
  - at least 3 units from the electives listed below
  - up to 3 unit from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCADV005 Provide system advocacy services

CHCDIV002 Promote Aboriginal and Torres Strait Islander cultural safety

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CHCLEG001 Work legally and ethically

HLTPOP013 Contribute to the implementation of a disaster plan

HLTPOP017 Identify pest control strategies

HLTPOP018 Develop a plan of action to address land care issues in the community

HLTPOP019 Apply a population health framework

HLTPOP020 Work with the community to identify health needs

HLTPOP021 Plan a population health project

HLTPOP022 Evaluate a population health project

HLTPOP023 Build capacity to promote health

HLTWHS003 Maintain work health and safety

Elective units

CHCAGE001 Facilitate the empowerment of older people

CHCAOD001 Work in an alcohol and other drugs context

CHCCCS001 Address the needs of people with chronic disease

CHCCCS014 Provide brief interventions

CHCCCS023 Support independence and wellbeing

CHCCCS028 Provide client-centred support to people in crisis

CHCCDE003 Work within a community development framework

CHCCDE004 Implement participation and engagement strategies

CHCCDE005 Develop and support relevant community resources

CHCCDE007 Develop and provide community projects

CHCCDE008 Support community action

CHCCDE009 Develop and support community leadership

CHCCDE011 Implement community development strategies

CHCCOM002 Use communication to build relationships

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CHCCOM003	Develop workplace communication strategies
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV001	Work with diverse people
CHCEDU008	Share health information
CHCGRP002	Plan and conduct group activities
CHCLLN001	Respond to client language, literacy and numeracy
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with service providers
CHCMGT003	Lead the work team
CHCMGT004	Secure and manage funding
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMGT007	Work effectively with the Board of an organisation
CHCMHS001	Work with people with mental health issues
CHCPOL001	Contribute to the review and development of policies
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
CHCPRP004	Promote and represent the service
CHCSOH001	Work with people experiencing or at risk of homelessness
HLTHPS010	Interpret and use information about nutrition and diet
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC005	Use basic oral health screening tools
HLTPOP014	Assess readiness for and effect behaviour change
HLTPOP015	Provide information on smoking and smoking cessation
HLTPOP016	Provide interventions to clients who are nicotine dependent
BSBITU301	Create and use databases

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BSBLDR402	Lead effective workplace relationships
BSBLED806	Plan and implement a coaching strategy
BSBPUB402	Develop public relations campaigns
BSBRES401	Analyse and present research information
CUFWRT301A	Write content for a range of media
CUFWRT403A	Write narration and current affairs material
LGACOM407B	Manage finances within a budget
LGACOM503B	Prepare a budget
LGAEHRW505B	Implement strategies to minimise the impact of waste on the environment
PSPPM402B	Manage simple projects

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

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HLT47015 Certificate IV in Sterilisation Services

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units. Removal of entry requirements.

Qualification Description

This qualification reflects the role of a team leader or senior technician in a sterilisation or reprocessing area. This worker is responsible for the maintenance of quality requirements and monitoring of technical sterilisation functions.

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

Packaging Rules

Total number of units = 15

- 11 core units
- 4 elective units consisting of:
  - up to 4 units from the electives listed below, any endorsed Training Package or accredited course - these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001 Work with diverse people

HLTINF003 Implement and monitor infection prevention and control policies and procedures

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HLTSTE001 Clean and disinfect reusable medical devices

HLTSTE002 Inspect and pack reusable medical devices

HLTSTE003 Sterilise loads

HLTSTE004 Manage sterile stock

HLTSTE005 Care for reusable medical devices

HLTSTE007 Monitor and maintain cleaning and sterilisation equipment

HLTSTE008 Monitor quality of cleaning, sterilisation and packaging processes

HLTWHS003 Maintain work health and safety

HLTWHS005 Conduct manual tasks safely

Elective units

HLTSTE006 Chemically disinfect reusable medical devices

BSBHRM405 Support the recruitment, selection and induction of staff

BSBMED301 Interpret and apply medical terminology appropriately

BSBMGT401 Show leadership in the workplace

BSBWOR404 Develop work priorities

TAEASS402B Assess competence

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

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HLT47115 Certificate IV in Hospital/Health Services Pharmacy Support

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* HLTWHS004 incorrectly listed in core, replaced with HLTWHS003. Corrected typographical error: TAEDEL402A. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Removal of entry requirements.

Qualification Description

This qualification reflects the role of skilled pharmacy technicians who work under the supervision of a pharmacist in a hospital or community setting. This may include pharmacies that are located outside of health services but supply medicines and products to hospitals and other health services.

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

Packaging Rules

Total number of units = 14

- 10 core units
- 4 elective units, consisting of:
  - up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

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CHCDIV001	Work with diverse people
CHCPRP003	Reflect on and improve own professional practice
HLTAAP001	Recognise healthy body systems
HLTPHA005	Conduct small scale compounding and labelling of pharmaceutical products
HLTPHA006	Provide assistance in dispensary administration
HLTPHA007	Conduct small scale compounding and labelling of aseptic pharmaceutical products
HLTPHA008	Support pharmacist communication with clients and other health professionals
HLTPHA009	Support pharmacists in the collection and presentation of workplace data and information
HLTWHS003	Maintain work health and safety
TAEDEL402A	Plan, organise and facilitate learning in the workplace

Elective units

CHCLEG001	Work legally and ethically
CHCMGT003	Lead the work team
HLTPHA001	Maintain pharmaceutical imprest stock
HLTPHA002	Pack pharmaceutical products
HLTPHA003	Assist with dispensing of prescriptions and medication orders
HLTPHA004	Order, maintain and distribute pharmaceutical stock
BSBFLM309	Support continuous improvement systems and processes
BSBHRM405	Support the recruitment, selection and induction of staff
BSBITU303	Design and produce text documents
BSBITU306	Design and produce business documents
BSBLDR402	Lead effective workplace relationships

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BSBLDR403 Lead team effectiveness

BSBMGT403 Implement continuous improvement

TAEASS402B Assess competence

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

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HLT47315 Certificate IV in Health Administration

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Now incorporates outcomes from HLT40412.

Qualification Description

This qualification reflects the role of individuals who work in a senior operational or team leading role in the health industry.

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

Packaging Rules

Total number of units = 14

- 6 core units
- 8 elective units, consisting of:
  - at least 4 units from the list below
  - up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001 Work with diverse people

CHCLEG001 Work legally and ethically

HLTWHS003 Maintain work health and safety

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BSBLDR402	Lead effective workplace relationships
BSBMED301	Interpret and apply medical terminology appropriately
BSBMGT403	Implement continuous improvement

Elective units

CHCPRP003	Reflect on and improve own professional practice
HLTADM001	Administer and coordinate Telehealth services
HLTADM002	Manage Telehealth technology
HLTADM003	Facilitate a coordinated approach to client care
HLTADM004	Manage health billing and accounting system
HLTADM005	Produce coded clinical data
HLTADM006	Undertake complex clinical coding
HLTADM007	Complete highly complex clinical coding
BSBADM409	Coordinate business resources
BSBAUD402	Participate in a quality audit
BSBCUS401	Coordinate implementation of customer service strategies
BSBCUS402	Address customer needs
BSBCUS403	Implement customer service standards
BSBFIA402	Report on financial activity
BSBHRM404	Review human resources functions
BSBHRM405	Support the recruitment, selection and induction of staff
BSBINM401	Implement workplace information system
BSBINN301	Promote innovation in a team environment
BSBITU306	Design and produce business documents
BSBLDR403	Lead team effectiveness
BSBLED401	Develop teams and individuals

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BSBMED401	Manage patient record keeping system
BSBMGT402	Implement operational plan
BSBRKG401	Review the status of a record
BSBRKG402	Provide information from and about records
BSBRKG403	Set up a business or records system for a small business
BSBRSK501	Manage risk
BSBSUS501	Develop workplace policy and procedures for sustainability
BSBWRK411	Support employee and industrial relations procedures
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
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

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HLT47415 Certificate IV in Audiometry

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of audiometrists who conduct hearing assessments to identify hearing impairment and take action based on test results. They refer clients for further audiological or medical assessment, and may be involved in care management and education programs. Workers at this level do not prescribe or dispense hearing aids and are not qualified to work as independent practitioners. Audiometrists may work in medical or industrial contexts.

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

Packaging Rules

Total number of units = 11

- 8 core units
- 3 elective units, consisting of:
  - at least 1 unit from the Audiometry units listed below
  - up to 2 units from the electives listed below, any endorsed Training Package or accredited course - these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005 Communicate and work in health or community services

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CHCDIV001	Work with diverse people
CHCEDU008	Share health information
HLTAAP002	Confirm physical health status
HLTAID003	Provide first aid
HLTAUD001	Assess hearing
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety

Elective units

Audiometry

HLTAUD002	Conduct play audiometry
HLTAUD003	Assess and respond to occupational noise risk
HLTAUD006	Remove cerumen

Other electives

CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTINF002	Process reusable medical devices and equipment
BSBCUS301	Deliver and monitor a service to customers
BSBFLM303	Contribute to effective workplace relationships
BSBINM301	Organise workplace information
BSBINN301	Promote innovation in a team environment
BSBLDR402	Lead effective workplace relationships
BSBMKG413	Promote products and services
BSBWOR404	Develop work priorities

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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

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HLT47515 Certificate IV in Operating Theatre Technical Support

Modification History

Release	Comments
Release 2	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules.

Qualification Description

This qualification reflects the role of senior operating theatre workers who provide assistance to operating theatre personnel.

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

Packaging Rules

Total number of units = 15

- 10 core units
- 5 elective units, consisting of:
  - up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

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CHCLEG001	Work legally and ethically
HLTINF003	Implement and monitor infection prevention and control policies and procedures
HLTTHE001	Handle and care for operating theatre equipment
HLTTHE002	Assist with preparation of clients for operative procedures
HLTTHE003	Provide intra-operative equipment and technical support
HLTWHS003	Maintain work health and safety
BSBMED301	Interpret and apply medical terminology appropriately
BSBMGT403	Implement continuous improvement

Elective units

CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCMGT003	Lead the work team
CHCPRP003	Reflect on and improve own professional practice
HLTAAP002	Confirm physical health status
HLTHSS007	Handle medical gases safely
HLTWHS005	Conduct manual tasks safely
BSBINM401	Implement workplace information system
BSBINN301	Promote innovation in a team environment
BSBLDR402	Lead effective workplace relationships
BSBLDR403	Lead team effectiveness
BSBLED401	Develop teams and individuals
BSBMGT402	Implement operational plan
BSBMGT406	Plan and monitor continuous improvement
TAEASS402B	Assess competence
TAEDEL402A	Plan, organise and facilitate learning in the workplace

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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

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HLT47615 Certificate IV in Cardiac Technology

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of cardiac technicians who undertake a range of cardiac physiological measurements, including electrocardiography, holter monitoring and exercise stress testing.

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

Packaging Rules

Total number of units = 14

- 10 core units
- 4 elective units, consisting of:
  - up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005 Communicate and work in health or community services

HLTAAP002 Confirm physical health status

HLTAID003 Provide first aid

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HLTCAR001	Perform electrocardiography (ECG)
HLTCAR002	Perform holter monitoring
HLTCAR003	Assist with stress testing
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS003	Maintain work health and safety
BSBMED301	Interpret and apply medical terminology appropriately
BSBMGT403	Implement continuous improvement

Elective units

CHCMGT003	Lead the work team
CHCPRP003	Reflect on and improve own professional practice
BSBCUS402	Address customer needs
BSBINM401	Implement workplace information system
BSBINN301	Promote innovation in a team environment
BSBLDR402	Lead effective workplace relationships
BSBLED401	Develop teams and individuals
BSBMGT402	Implement operational plan

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

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HLT47715 Certificate IV in Medical Practice Assisting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of medical practice assistants whose work includes a broad range of administrative functions combined with tasks to support medical practitioners in the delivery of care to clients. These tasks are completed under the direct or indirect supervision of a medical practitioner.

A medical practice assistant may work under the supervision of a health care professional other than a medical practitioner, but this should only occur where:

- the health care professional is in the same practice as the medical practitioner and
- the medical practitioner has agreed to the other health care professional providing the supervision

A registered nurse must accept or refuse responsibility for supervision of an activity of a medical practice assistant, according to the Nursing and Midwifery Board of Australia (NMBA) *Decision-making framework*. An enrolled nurse cannot provide supervision.

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

Packaging Rules

Total number of units = 23

- 19 core units
- 4 elective units, consisting of:
  - at least 2 units from the electives listed below

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- up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTAAP002	Confirm physical health status
HLTAID003	Provide first aid
HLTAID008	Manage first aid services and resources
HLTCAR001	Perform electrocardiography (ECG)
HLTHPS001	Take clinical measurements
HLTHPS002	Support health professional in the delivery of care
HLTHPS003	Maintain medication stocks
HLTHPS005	Handle medical specimens
HLTINF001	Comply with infection prevention and control policies and procedures
HLTINF002	Process reusable medical devices and equipment
HLTWHS003	Maintain work health and safety
BSBADM307	Organise schedules
BSBINM401	Implement workplace information system
BSBMED301	Interpret and apply medical terminology appropriately
BSBMED302	Prepare and process medical accounts
BSBMED303	Maintain patient records

Elective units

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CHCCCS020	Respond effectively to behaviours of concern
CHCPRP003	Reflect on and improve own professional practice
HLTADM001	Administer and coordinate Telehealth services
HLTADM002	Manage Telehealth technology
HLTADM003	Facilitate a coordinated approach to client care
HLTAID006	Provide advanced first aid
HLTPAT001	Identify and respond to clinical risks in pathology collection
HLTPAT002	Perform venous blood collections
HLTPAT004	Collect pathology specimens other than blood
BSBADM504	Plan and implement administrative systems
BSBCUS301	Deliver and monitor a service to customers
BSBFIA301	Maintain financial records
BSBFLM309	Support continuous improvement systems and processes
BSBINM202	Handle mail
BSBITU306	Design and produce business documents
BSBMED401	Manage patient record keeping system

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

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HLT47815 Certificate IV in Optical Dispensing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units. Minimum work requirement of 100 hours.

Qualification Description

This qualification reflects the role of optical dispensers who dispense and supply optical appliances as prescribed by optometrists and/or ophthalmologists in accordance with Australian standards. Optical dispensers practice in a range of environments including optical dispensaries, optometric practices and laboratories. They may be self-employed or employed by another optical dispenser, an optometrist, a major optical dispensing company or other retailers.

To achieve this qualification, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency.

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

Note this qualifications supports industry accreditation as a dispensing optician in New Zealand**.**

Packaging Rules

Total number of units = 14

- 9 core units
- 5 elective units, consisting of:
  - up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

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All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTOPD001	Provide advice on optical appliances
HLTOPD002	Dispense optical appliances
HLTOPD003	Dispense atypical prescriptions
HLTOPD005	Process and manage optical appliance orders
HLTWHS001	Participate in workplace health and safety
BSBCUS301	Deliver and monitor a service to customers
SIRXSLS201	Sell products and services

Elective units

HLTINF001	Comply with infection prevention and control policies and procedures
HLTOPD004	Edge and fit ophthalmic appliances
HLTWHS003	Maintain work health and safety
BSBADM311	Maintain business resources
BSBADM504	Plan and implement administrative systems
BSBLDR402	Lead effective workplace relationships
BSBLDR403	Lead team effectiveness
BSBSMB401	Establish legal and risk management requirements of small business
BSBSMB402	Plan small business finances
BSBSMB403	Market the small business
BSBSMB404	Undertake small business planning

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BSBSMB405	Monitor and manage small business operations
BSBWOR404	Develop work priorities
SIRWSLS303	Analyse and achieve sales targets
SIRXINV005A	Control inventory
SIRXMER303	Coordinate merchandise presentation
SIRXMER406	Monitor in-store visual merchandising display
SIRXMPR001A	Profile a retail market

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

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

Modification History

Release	Comments
Release 5	Units of competency updated (see mapping at www.cshisc.com.au). Updated infection control unit to HLTINF003. Updated title of HLTINF004. Equivalent outcome.
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 3	Added Taxonomy data. Equivalent outcome.
Release 2	Corrections to metadata and mapping. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Overall – increase from 15 to 30 units Core – increase from 7 to 20 units Electives – increase from 8 to 10 units Includes new unit HLTAHW037 Includes first aid and updated WHS unit Removal of entry requirements

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.

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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 contribute to a valid, industry-supported vocational outcome.

Core units

CHCLEG001	Work legally and ethically
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

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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
HLTINF003	Implement and monitor infection prevention and control policies and procedures
HLTWHS004	Manage workplace health and safety

Elective units

CHCADV005	Provide systems advocacy services
CHCAOD001	Work in an alcohol and other drugs context
CHCAOD002	Work with clients who are intoxicated
CHCAOD003	Provide needle and syringe services
CHCAOD004	Assess needs of client with alcohol and other drugs issues
CHCAOD005	Provide alcohol and other drugs withdrawal services
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues
CHCCCS001	Address the needs of people with chronic disease
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS004	Assess co-existing needs
CHCCCS006	Facilitate individual service planning and delivery

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CHCCCS007	Develop and implement service programs
CHCCCS009	Facilitate responsible behaviour
CHCCCS014	Provide brief interventions
CHCCCS015	Provide individualised support
CHCCCS016	Respond to client needs
CHCCCS019	Recognise and respond to crisis situations
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS023	Support independence and wellbeing
CHCCCS028	Provide client-centred support to people in crisis
CHCCDE001	Support participative planning processes
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies
CHCCDE005	Develop and support relevant community resources
CHCCDE007	Develop and provide community projects
CHCCDE008	Support community action
CHCCDE011	Implement community development strategies
CHCCDE014	Facilitate the development of community capacity to manage place making
CHCCSL001	Establish and confirm the counselling relationship
CHCCSL003	Facilitate the counselling relationship and process
CHCCSL007	Support counselling clients in decision-making processes
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCCSM006	Provide case management supervision
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDFV002	Provide support to children affected by domestic and family violence
CHCDFV003	Promote community awareness of domestic and family violence

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CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV006	Counsel clients affected by domestic and family violence
CHCDFV007	Work with users of violence to effect change
CHCDIV001	Work with diverse people
CHCEDU002	Plan health promotion and community intervention
CHCEDU008	Share health information
CHCGRP001	Support group activities
CHCGRP002	Plan and conduct group activities
CHCMGT001	Develop, implement and review quality framework
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMGT007	Work effectively with the Board of an organisation
CHCMHS005	Provide services to people with coexisting mental health and alcohol and other drugs issues
CHCPOL003	Research and apply evidence to practice
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
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

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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
HLTAHW010	Identify community health issues, needs and strategies
HLTAHW012	Assist with prevention and minimisation of substance misuse
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
HLTAHW029	Provide information & strategies in maternal child health
HLTAHW030	Provide information and strategies in eye health
HLTAHW031	Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families
HLTAHW032	Supervise individual workers
HLTAHW033	Maintain community health profile
HLTAHW034	Provide healthy lifestyle programs and advice
HLTAHW035	Provide information and support around cancer
HLTAHW036	Provide information and support to women with breast cancer
HLTAHW043	Facilitate access to tertiary care services
HLTAHW049	Work effectively in social and emotional wellbeing
HLTAHW050	Develop a healing framework for social and emotional wellbeing
HLTAHW051	Respond to loss, grief and trauma
HLTAHW052	Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement
HLTAHW053	Address impact of food security on community health
HLTAHW060	Plan for medical emergencies

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HLTAHW061	Engage in community health research
HLTAHW062	Supervise health care team
HLTAHW063	Implement office systems
HLTAHW064	Manage budgets
HLTAHW075	Manage community health projects
HLTAHW076	Plan for community emergencies
HLTAUD002	Conduct play audiometry
HLTAUD003	Assess and respond to occupational noise risk
HLTINF004	Manage the prevention and control of infection
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTOHC005	Use basic oral health screening tools
HLTPOP015	Provide information on smoking and smoking cessation
HLTPOP016	Provide interventions to clients who are nicotine dependent
HLTPOP019	Apply a population health framework
HLTPOP020	Work with the community to identify health needs
HLTPOP021	Plan a population health project
HLTPOP022	Evaluate a population health project
HLTPOP023	Build capacity to promote health
HLTPOP024	Develop a disaster plan
HLTWHS004	Manage workplace health and safety
AHCCCF402A	Report on project
BSBADM409	Coordinate business resources
BSBADM502	Manage meetings

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BSBATSIC511	Plan and conduct a community meeting
BSBATSIM416	Oversee organisational planning
BSBATSIM418	Oversee financial management
BSBATSIM419	Contribute to the development and implementation of organisational policies
BSBATSIM420	Oversee asset management
BSBATSIM505	Control organisational finances
BSBATSIM506	Develop employment policies
BSBATSIM511	Develop enterprise opportunities
BSBATSIW515	Secure funding
BSBCUE404	Collect, analyse and record information
BSBCUE405	Survey stakeholders to gather and record information
BSBPUB402	Develop public relations campaigns
BSBWOR502	Lead and manage team effectiveness
BSBHRM404	Review human resource functions
BSBHRM405	Support the recruitment, selection and induction of staff
BSBLDR403	Lead team effectiveness
BSBMGT502	Manage people performance
BSBMGT605	Provide leadership across the organisation
BSBSUS501	Develop workplace policy and procedures for sustainability
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

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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

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

Modification History

Release	Comments
Release 5	Units of competency updated (see mapping at www.cshisc.com.au). Updated infection control unit to HLTINF003. Typographical errors corrected. Updated title of HLTINF004. Equivalent outcome.
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 3	Added Taxonomy data. Equivalent outcome.
Release 2	Corrections to metadata and mapping. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Overall – increase from 15 to 31 units Core – increase from 7 to 21 units Electives – increase from 8 to 10 units Includes new unit HLTAHW037 Includes first aid and updated WHS unit Removal of entry requirements.

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.

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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 contribute to a 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

CHCLEG001	Work legally and ethically
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

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	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
HLTINF003	Implement and monitor infection prevention and control policies and procedures
HLTWHS004	Manage workplace health and safety

Elective units

Group A elective – maternal and infant care specialisation

CHCCCS006	Facilitate individual service planning and delivery
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
HLTPOP015	Provide information on smoking and smoking cessation
HLTPOP016	Provide interventions to clients who are nicotine dependent

General electives

CHCADV005	Provide systems advocacy services

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CHCAOD001	Work in an alcohol and other drugs context
CHCAOD002	Work with clients who are intoxicated
CHCAOD003	Provide needle and syringe services
CHCAOD004	Assess needs of client with alcohol and other drugs issues
CHCAOD005	Provide alcohol and other drugs withdrawal services
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues
CHCCCS001	Address the needs of people with chronic disease
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS004	Assess co-existing needs
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS007	Develop and implement service programs
CHCCCS009	Facilitate responsible behaviour
CHCCCS014	Provide brief interventions
CHCCCS015	Provide individualised support
CHCCCS016	Respond to client needs
CHCCCS019	Recognise and respond to crisis situations
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS023	Support independence and wellbeing
CHCCCS028	Provide client-centered support to people in crisis
CHCCDE001	Support participative planning processes
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies
CHCCDE005	Develop and support relevant community resources
CHCCDE007	Develop and provide community projects
CHCCDE008	Support community action

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CHCCDE011	Implement community development strategies
CHCCDE014	Facilitate the development of community capacity to manage place making
CHCCSL001	Establish and confirm the counselling relationship
CHCCSL003	Facilitate the counselling relationship and process
CHCCSL007	Support counselling clients in decision-making processes
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCCSM006	Provide case management supervision
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDFV002	Provide support to children affected by domestic and family violence
CHCDFV003	Promote community awareness of domestic and family violence
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV006	Counsel clients affected by domestic and family violence
CHCDFV007	Work with users of violence to effect change
CHCDIV001	Work with diverse people
CHCEDU002	Plan health promotion and community intervention
CHCEDU008	Share health information
CHCGRP001	Support group activities
CHCGRP002	Plan and conduct group activities
CHCMGT001	Develop, implement and review quality framework
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMGT007	Work effectively with the Board of an organisation
CHCMHS005	Provide services to people with coexisting mental health and alcohol and other drugs issues
CHCPOL003	Research and apply evidence to practice
CHCPRP001	Develop and maintain networks and collaborative partnerships

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CHCPRP003	Reflect on and improve own professional practice
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
HLTAHW010	Identify community health issues, needs and strategies
HLTAHW012	Assist with prevention and minimisation of substance misuse
HLTAHW023	Plan, develop and evaluate health promotion and community development programs
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
HLTAHW029	Provide information and strategies in maternal and infant health
HLTAHW030	Provide information and strategies in eye health
HLTAHW031	Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families
HLTAHW032	Supervise individual workers

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HLTAHW033	Maintain community health profile
HLTAHW034	Provide healthy lifestyle programs and advice
HLTAHW035	Provide information and support around cancer
HLTAHW036	Provide information and support to women with breast cancer
HLTAHW038	Assess and promote physical and emotional wellbeing of children
HLTAHW039	Monitor early childhood growth and development
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
HLTAHW052	Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement
HLTAHW053	Address impact of food security on community health
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
HLTAHW061	Engage in community health research
HLTAHW062	Supervise health care team
HLTAHW063	Implement office systems
HLTAHW064	Manage budgets
HLTAHW066	Manage the delivery of Aboriginal &/or Torres Strait Islander primary health care
HLTAHW075	Manage community health projects

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HLTAHW076	Plan for community emergencies
HLTAUD002	Conduct play audiometry
HLTAUD003	Assess and respond to occupational noise risk
HLTINF004	Manage the prevention and control of infection
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTOHC005	Use basic oral health screening tools
HLTOHC006	Apply fluoride varnish
HLTPAT001	Identify and respond to clinical risks in pathology collection
HLTPAT002	Perform venous blood collection
HLTPAT004	Collect pathology specimens other than blood
HLTPOP015	Provide information on smoking and smoking cessation
HLTPOP016	Provide interventions to clients who are nicotine dependent
HLTPOP019	Apply a population health framework
HLTPOP020	Work with the community to identify health needs
HLTPOP021	Plan a population health project
HLTPOP022	Evaluate a population health project
HLTPOP023	Build capacity to promote health
HLTPOP024	Develop a disaster plan
HLTRNL001	Support a person with chronic kidney disease
HLTRNL002	Provide care and support to a person undergoing renal replacement therapy
HLTWHS003	Maintain workplace health and safety
AHCCCF402A	Report on project

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BSBADM409	Coordinate business resources
BSBADM502	Manage meetings
BSBATSIC511	Plan and conduct a community meeting
BSBATSIM416	Oversee organisational planning
BSBATSIM418	Oversee financial management
BSBATSIM419	Contribute to the development and implementation of organisational policies
BSBATSIM420	Oversee asset management
BSBATSIM505	Control organisational finances
BSBATSIM506	Develop employment policies
BSBATSIM511	Develop enterprise opportunities
BSBATSIW515	Secure funding
BSBCUE404	Collect, analyse and record information
BSBCUE405	Survey stakeholders to gather and record information
BSBHRM404	Review human resources functions
BSBHRM405	Support the recruitment, selection and induction of staff
BSBLDR403	Lead team effectiveness
BSBMGT502	Manage people performance
BSBMGT605	Provide leadership across the organisation
BSBPUB402	Develop public relations campaigns
BSBSUS501	Develop workplace policy and procedures for sustainability
TAEASS301B	Contribute to assessment
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL301A	Provide work skill instruction

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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

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HLT51015 Diploma of Paramedical Science

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT50412 Diploma of Paramedical Science (Ambulance). Change to packaging rules. Removal of entry requirements. Minimum work requirements of 160 hours

Qualification Description

This qualification reflects the role of pre-hospital and out-of-hospital workers employed by State/Territory ambulance authorities, the Australian Defence Force and the private sector to provide patient assessment, healthcare and transport services. These workers possess clinical skills and theoretical knowledge and provide clinical assessment and pre-hospital and out-of-hospital interventions to patients in an emergency, including providing advanced skills in life support. This qualification applies to a variety of roles including paramedic and emergency medical technician.

To achieve this qualification, the candidate must have completed at least 160 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 17

- 9 core units
- 8 elective units, consisting of:
  - at least 4 units from the electives listed below,
  - up to 4 units from the elective listed below, any endorsed Training Package or accredited course - these units must be relevant to the work outcome

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All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTAAP002	Confirm physical health status
HLTAMB001	Follow procedures for routine safe removal of patient
HLTAMB008	Assess and deliver standard clinical care
HLTAMB012	Communicate in complex situations to support health
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS002	Follow safe work practices for direct client care
HLTWHS006	Manage personal stressors in the work environment

Elective units

CHCCCS020	Respond effectively to behaviours of concern
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCPRP003	Reflect on and improve own professional practice
HLTAMB002	Implement safe access and egress in an emergency
HLTAMB003	Transport emergency patients
HLTAMB010	Manage and coordinate resources for emergency operations
HLTAMB011	Manage a routine non-emergency scene
HLTAMB013	Contribute to managing the scene of an emergency
HLTAMB014	Transport non-emergency patients under operational conditions
HLTHPS008	Provide clinical mentoring in the work environment
BSBCOM406	Conduct work within a compliance framework
BSBFLM303	Contribute to effective workplace relationships

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BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR203	Work effectively with others
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL301A	Provide work skill instruction
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

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HLT52015 Diploma of Remedial Massage

Modification History

Release	Comments
Release 2	Units of competency updated (see mapping at www.cshisc.com.au). Updated title of HLTINF004. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units. Minimum clinic requirement of 200 hours. Removal of entry requirements.

Qualification Description

This qualification reflects the role of remedial massage therapists who work with clients presenting with soft tissue dysfunction, musculoskeletal imbalance or restrictions in range of motion (ROM). Practitioners may be self-employed or work within a larger health service.

To achieve this qualification, the candidate must have completed at least 200 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 21

- 16 core units
- 5 elective units, consisting of:
  - at least 1 unit from the Business Management group below
  - up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

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All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM006 Establish and manage client relationships

CHCDIV001 Work with diverse people

CHCLEG003 Manage legal and ethical compliance

CHCPRP003 Reflect on and improve own professional practice

CHCPRP005 Engage with health professionals and the health system

HLTAAP003 Analyse and respond to client health information

HLTAID003 Provide first aid

HLTINF004 Manage the prevention and control of infection

HLTMSG001 Develop massage practice

HLTMSG002 Assess client massage needs

HLTMSG003 Perform remedial massage musculoskeletal assessments

HLTMSG004 Provide massage treatments

HLTMSG005 Provide remedial massage treatments

HLTMSG006 Adapt remedial massage practice to meet specific needs

HLTMSG008 Monitor and evaluate remedial massage treatments

HLTWHS004 Manage work health and safety

Elective units

Business Management

BSBSMB403 Market the small business

BSBSMB404 Undertake small business planning

BSBSMB405 Monitor and manage small business operations

BSBSMB406 Manage small business finances

Other electives

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CHCAGE001 Facilitate the empowerment of older people

CHCCCS001 Address the needs of people with chronic disease

CHCCCS027 Visit client residence

CHCDIS007 Facilitate the empowerment of people with disability

CHCMHS001 Work with people with mental health issues

CHCPOL003 Research and apply evidence to practice

CHCPRP001 Develop and maintain networks and collaborative partnerships

CHCPRP002 Collaborate in professional practice

HLTARO001 Develop aromatherapy practice

HLTARO002 Source and prepare aromatherapy products

HLTARO003 Perform aromatherapy health assessments

HLTARO004 Provide therapeutic aromatherapy treatments

HLTARO005 Provide aromatherapy massage treatments

HLTHPS010 Interpret and use information about nutrition and diet

HLTMSG007 Adapt remedial massage practice for athletes

HLTREF002 Provide reflexology for relaxation

SISFFIT013 Instruct exercise to young people aged 13 to 17 years

SISFFIT014 Instruct exercise to older clients

SISFFIT031 Implement injury prevention strategies

SISSSCO307 Provide nutrition information to athletes

SISSSPT307A Conduct advanced taping

SISSSTC301A Instruct strength and conditioning techniques

SISSSTC402A Develop strength and conditioning programs

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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

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HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage

Modification History

Release	Comments
Release 2	Units of competency updated (see mapping at www.cshisc.com.au). Typographical errors corrected. Updated title of HLTINF004. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units. Minimum clinic requirement of 200 hours.

Qualification Description

This qualification reflects the role of massage therapists who provide therapeutic remedial massages according to the Traditional Chinese Medicine (TCM) remedial massage framework. Practitioners may be self-employed as independent practitioners or work in a larger health service.

To achieve this qualification, the candidate must have completed at least 200 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 20

- 14 core units
- 6 elective units, consisting of:
  - at least 1 unit from the Business Management group below

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- up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM006	Establish and manage client relationships
CHCDIV001	Work with diverse people
CHCLEG003	Manage legal and ethical compliance
CHCPRP003	Reflect on and improve own professional practice
CHCPRP005	Engage with health professionals and the health system
HLTAAP003	Analyse and respond to client health information
HLTAID003	Provide first aid
HLTINF004	Manage the prevention and control of infection
HLTTCM001	Develop Traditional Chinese Medicine (TCM) remedial massage practice
HLTTCM002	Perform Traditional Chinese Medicine (TCM) remedial massage health assessments
HLTTCM003	Provide Traditional Chinese Medicine (TCM) remedial massage treatments
HLTTCM004	Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs
HLTTCM005	Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments
HLTWHS004	Manage work health and safety

Elective units

Business Management

BSBSMB403	Market the small business
BSBSMB404	Undertake small business planning
BSBSMB405	Monitor and manage small business operations

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BSBSMB406	Manage small business finances

Other electives

CHCCCS001	Address the needs of people with chronic disease
CHCDIS007	Facilitate the empowerment of people with disability
CHCMHS001	Work with people with mental health issues
CHCPOL003	Research and apply evidence to practice
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP002	Collaborate in professional practice
HLTREF002	Provide reflexology for relaxation
SISFFIT013	Instruct exercise to young people aged 13 to 17 years
SISFFIT014	Instruct exercise to older clients
SISFFIT031	Implement injury prevention strategies
SISSSPT307A	Conduct advanced taping
SISSSTC301A	Instruct strength and conditioning techniques
SISSSTC402A	Develop strength and conditioning programs

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

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HLT52215 Diploma of Shiatsu and Oriental Therapies

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0*. Updated title of HLTINF004. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units. Minimum clinic requirement of 200 hours.

Qualification Description

This qualification reflects the role of Shiatsu therapists who provide therapeutic Shiatsu treatments and other oriental therapies. Practitioners may be self-employed as independent practitioners or work in a larger health service.

To achieve this qualification, the candidate must have completed at least 200 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 22

- 19 core units
- 3 elective units, consisting of:
  - at least 1 unit from the Business Management group below
  - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

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All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM006	Establish and manage client relationships
CHCDIV001	Work with diverse people
CHCLEG003	Manage legal and ethical compliance
CHCPRP003	Reflect on and improve own professional practice
CHCPRP005	Engage with health professionals and the health system
HLTAAP002	Confirm physical health status
HLTAAP003	Analyse and respond to client health information
HLTAID003	Provide first aid
HLTINF004	Manage the prevention and control of infection
HLTSHU001	Work within a framework of traditional oriental medicine
HLTSHU002	Develop Shiatsu practice
HLTSHU003	Maintain personal health and awareness for traditional oriental medicine practice
HLTSHU004	Perform Shiatsu therapy health assessments
HLTSHU005	Perform oriental therapies health assessments
HLTSHU006	Provide Shiatsu therapy treatments
HLTSHU007	Provide oriental therapies treatments
HLTSHU008	Adapt Shiatsu and oriental therapies practice to meet specific needs
HLTSHU009	Monitor and evaluate traditional oriental medicine treatments
HLTWHS004	Manage work health and safety

Elective units

Business Management

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BSBSMB403 Market the small business

BSBSMB404 Undertake small business planning

BSBSMB405 Monitor and manage small business operations

BSBSMB406 Manage small business finances

Other electives

CHCAGE001 Facilitate the empowerment of older people

CHCCCS001 Address the needs of people with chronic disease

CHCDIS007 Facilitate the empowerment of people with disability

CHCMHS001 Work with people with mental health issues

CHCPOL003 Research and apply evidence to practice

CHCPRP001 Develop and maintain networks and collaborative partnerships

CHCPRP002 Collaborate in professional practice

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

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HLT52315 Diploma of Clinical Aromatherapy

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0*. Updated title of HLTINF004. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant change to core units. Removal of entry requirements. Minimum clinic requirement of 120 hours.

Qualification Description

This qualification reflects the role of clinical aromatherapists, who provide therapeutic treatments to address a range of health issues. Practitioners may be self-employed or may work within a larger health service.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 20

- 16 core units
- 4 elective units, consisting of:
  - at least 1 unit from the Business Management group below
  - up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

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All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM006 Establish and manage client relationships

CHCDIV001 Work with diverse people

CHCLEG003 Manage legal and ethical compliance

CHCPRP003 Reflect on and improve own professional practice

CHCPRP005 Engage with health professionals and the health system

HLTAAP003 Analyse and respond to client health information

HLTAID003 Provide first aid

HLTARO001 Develop aromatherapy practice

HLTARO002 Source and prepare aromatherapy products

HLTARO003 Perform aromatherapy health assessments

HLTARO004 Provide therapeutic aromatherapy treatments

HLTARO005 Provide aromatherapy massage treatments

HLTARO006 Adapt aromatherapy treatments to specific needs

HLTARO007 Monitor and evaluate aromatherapy treatments

HLTINF004 Manage the prevention and control of infection

HLTWHS004 Manage work health and safety

Elective units

Business Management

BSBSMB403 Market the small business

BSBSMB404 Undertake small business planning

BSBSMB405 Monitor and manage small business operations

BSBSMB406 Manage small business finances

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Other electives

CHCAGE001 Facilitate the empowerment of older people

CHCCCS027 Visit client residence

CHCCCS001 Address the needs of people with chronic disease

CHCMHS001 Work with people with mental health issues

CHCPOL003 Research and apply evidence to practice

CHCPRP001 Develop and maintain networks and collaborative partnerships

HLTHPS010 Interpret and use information about nutrition and diet

HLTMSG001 Develop massage practice

HLTMSG002 Assess client massage needs

HLTMSG004 Provide massage treatments

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

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HLT52415 Diploma of Kinesiology

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Updated title of HLTINF004. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant change to core units Removal of entry requirements. Minimum clinic requirement of 200 hours.

Qualification Description

This qualification reflects the role of kinesiologists, who provide kinesiology balances to address a broad range of health and well-being issues. Practitioners are usually self-employed but may work within a larger health service.

To achieve this qualification, the candidate must have completed at least 200 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 19

- 13 core units
- 6 elective units, consisting of:
  - at least 1 unit from the Business Management group below
  - up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

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All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM006	Establish and manage client relationships
CHCDIV001	Work with diverse people
CHCLEG003	Manage legal and ethical compliance
CHCPRP003	Reflect on and improve own professional practice
HLTAAP003	Analyse and respond to client health information
HLTAID003	Provide first aid
HLTHPS010	Interpret and use information about nutrition and diet
HLTKIN001	Develop kinesiology practice
HLTKIN002	Conduct indicator muscle monitoring
HLTKIN003	Perform kinesiology assessments
HLTKIN004	Provide kinesiology balances
HLTKIN005	Monitor and evaluate client progress
HLTWHS004	Manage work health and safety

Elective units

Business Management

BSBSMB403	Market the small business
BSBSMB404	Undertake small business planning
BSBSMB405	Monitor and manage small business operations
BSBSMB406	Manage small business finances

Other electives

CHCAGE001	Facilitate the empowerment of older people

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CHCCCS001	Address the needs of people with chronic disease
CHCMHS001	Work with people with mental health issues
CHCDIS007	Facilitate the empowerment of people with disability
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPOL003	Research and apply evidence to practice
HLTINF004	Manage the prevention and control of infection
SIRXRPK001 A	Recommend health and nutritional products

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

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HLT52515 Diploma of Reflexology

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Updated title of HLTINF004. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units. Minimum clinic requirement of 120 hours.

Qualification Description

This qualification reflects the role of reflexologists who provide reflexology for relaxation and therapeutic treatments to address specific needs and health concerns. Practitioners may be self-employed as independent practitioners or work in a larger health service.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 21

- 15 core units
- 6 elective units, consisting of:
  - at least 1 unit from the Business Management group below
  - up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core units

CHCCOM006 Establish and manage client relationships

CHCDIV001 Work with diverse people

CHCLEG003 Manage legal and ethical compliance

CHCPRP003 Reflect on and improve own professional practice

CHCPRP005 Engage with health professionals and the health system

HLTAAP003 Analyse and respond to client health information

HLTAID003 Provide first aid

HLTINF004 Manage the prevention and control of infection

HLTREF001 Develop reflexology practice

HLTREF002 Provide reflexology for relaxation

HLTREF003 Perform reflexology health assessments

HLTREF004 Provide therapeutic reflexology treatments

HLTREF005 Adapt reflexology treatments to meet specific needs

HLTREF006 Monitor and evaluate reflexology treatments

HLTWHS004 Manage work health and safety

Elective units

Business Management

BSBSMB403 Market the small business

BSBSMB404 Undertake small business planning

BSBSMB405 Monitor and manage small business operations

BSBSMB406 Manage small business finances

Other electives

CHCAGE001 Facilitate the empowerment of older people

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CHCCCS001	Address the needs of people with chronic disease
CHCCCS027	Visit client residence
CHCDIS007	Facilitate the empowerment of people with disability
CHCMHS001	Work with people with mental health issues
CHCPOL003	Research and apply evidence to practice
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP002	Collaborate in professional practice
HLTARO001	Develop aromatherapy practice
HLTARO002	Source and prepare aromatherapy products
HLTHPS010	Interpret and use information about nutrition and diet
HLTMSG001	Develop massage practice
HLTMSG002	Assess client massage needs
HLTMSG004	Provide massage treatments
HLTSHU001	Work within a framework of traditional oriental medicine

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

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HLT52615 Diploma of Ayurvedic Lifestyle Consultation

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Updated title of HLTINF004. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Upgrading of qualification to Diploma. Significant changes to core units. Minimum clinic requirement of 200 hours.

Qualification Description

This qualification reflects the role of Ayurvedic lifestyle consultants who provide advice, selected remedies and therapies according to Ayurvedic principles. People working at this level may be self-employed independent practitioners or work in a larger health service.

To achieve this qualification, the candidate must have completed 200 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 18

- 13 core units
- 5 elective units, consisting of:
  - at least 1 unit from the Business Management group below
  - up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core units

CHCCOM006 Establish and manage client relationships

CHCDIV001 Work with diverse people

CHCLEG003 Manage legal and ethical compliance

CHCPRP003 Reflect on and improve own professional practice

HLTAAP002 Confirm physical health status

HLTAID003 Provide first aid

HLTAYV001 Develop Ayurvedic practice

HLTAYV002 Make Ayurvedic lifestyle assessments

HLTAYV003 Provide Ayurvedic bodywork therapies

HLTAYV004 Provide Ayurvedic lifestyle advice

HLTAYV005 Provide advice on Ayurvedic nutrition

HLTINF004 Manage the prevention and control of infection

HLTWHS004 Manage work health and safety

Elective units

Business management

BSBSMB403 Market the small business

BSBSMB404 Undertake small business planning

BSBSMB405 Monitor and manage small business operations

BSBSMB406 Manage small business finances

Other electives

CHCAGE001 Facilitate the empowerment of older people

CHCCCS001 Address the needs of people with chronic disease

CHCDIS007 Facilitate the empowerment of people with disability

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CHCMHS001	Work with people with mental health issues
CHCPOL003	Research and apply evidence to practice
CHCPRP001	Develop and maintain networks and collaborative partnerships
HLTHPS010	Interpret and use information about nutrition and diet
HLTMSG001	Develop massage practice
HLTMSG002	Assess client massage needs
HLTMSG004	Provide massage treatments

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

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HLT54115 Diploma of Nursing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT51612. Change to packaging rules. Significant change to core units.

Qualification Description

This qualification reflects the role of an enrolled nurse working under supervision of a registered nurse. This qualification covers the application of skills and knowledge required to provide nursing care for people across the health sector. A lifespan approach should underpin this qualification with relevant competencies that relate to the different stages of life identified within the units.

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, you must complete a Diploma of Nursing program accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC) and approved as 'an approved program of study' by the Nursing and Midwifery Board of Australia (NMBA) in accordance with the Enrolled Nurse Accreditation Standards. Visit https://www.ahpra.gov.au/Accreditation/Approved-Programs-of-Study.aspx?ref=Nurse&Type=General&div=Enrolled%20Nurse%20%28Division%202%29 to confirm your chosen Registered Training Organisation (RTO) holds the necessary accreditation.

Note that the scope of practice for enrolled nurses is determined by state and territory legislative requirements and the policies and procedures of the employing organisation. Users of this qualification must refer to those instruments in the development of training and assessment strategies.

^ From 1 July 2022 the elective units HLTAID003, HLTAID006 must no longer be delivered and will be replaced in the Packaging Rules by the units HLTAID011, HLTAID014 - *for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units*

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Packaging Rules

Total number of units = 25

- 20 core units
- 5 elective units, consisting of:
  - at least 3 units from the electives listed below
  - up to 2 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

#$#$#$#Added in HLTAID011

Core units

CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCPRP003	Reflect on and improve own professional practice
HLTAAP002	Confirm physical health status
HLTAAP003	Analyse and respond to client health information
HLTENN001	Practise nursing within the Australian health care system
HLTENN002	Apply communication skills in nursing practice
HLTENN003	Perform clinical assessment and contribute to planning nursing care
HLTENN004	Implement, monitor and evaluate nursing care plans
HLTENN005	Contribute to nursing care of a person with complex needs
HLTENN006	Apply principles of wound management in the clinical environment
HLTENN007	Administer and monitor medicines and intravenous therapy
HLTENN008	Apply legal and ethical parameters to nursing practice
HLTENN009	Implement and monitor care for a person with mental health conditions
HLTENN011	Implement and monitor care for a person with acute health problems
HLTENN012	Implement and monitor care for a person with chronic health problems
HLTENN013	Implement and monitor care of the older person

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HLTENN015	Apply nursing practice in the primary health care setting
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS002	Follow safe work practices for direct client care

Elective units

CHCCCS027	Visit client residence
CHCCOM005	Communicate and work in the health or community services
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCPOL003	Research and apply evidence to practice
HLTAHA023	Support the provision of basic nutrition advice and education
HLTAID003 ^	Provide first aid
HLTAID011	**Provide First Aid (must be delivered from 1 July 2022)**
HLTAID006 ^	Provide advanced first aid
HLTAID014	**Provide Advanced First Aid (must be delivered from 1 July 2022)**
HLTENN010	Apply a palliative approach in nursing practice
HLTENN014	Contribute to maternal and infant health care
HLTENN025	Implement and monitor care for a person with diabetes
HLTINF003	Implement and monitor infection prevention and control policy and procedures
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health

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HLTOHC003 Apply and manage use of basic oral health products

HLTOHC004 Provide or assist with oral hygiene

HLTWHS003 Maintain work health and safety

HLTWHS006 Manage personal stressors in the work environment

BSBLDR403 Lead team effectiveness

BSBWOR404 Develop work priorities

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

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HLT55115 Diploma of Dental Technology

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT50512. Change to packaging rules.

Qualification Description

This qualification reflects the role of a dental technician responsible for construction and repair of dentures and other dental appliances including crowns, bridges, partial dentures, pre- and post-oral and maxillofacial surgical devices, and orthodontic appliances.

Dental technicians work in dental laboratories on their own or in small groups, under the prescription of dentists.

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

Packaging Rules

Total number of units = 25

- 20 core units
- 5 elective units
  - at least 3 units from the electives listed below
  - up to 2 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM005 Communicate and work in health or community services

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CHCDIV001	Work with diverse people
HLTAID003	Provide first aid
HLTDET001	Construct models
HLTDET002	Construct custom impression trays
HLTDET003	Construct registration rims
HLTDET004	Articulate models and transfer records
HLTDET005	Construct thermoformed bases and appliances
HLTDET006	Construct immediate dentures
HLTDET007	Construct removable acrylic partial dentures
HLTDET008	Construct cast alloy removable partial denture framework
HLTDET009	Construct crown and bridge structures
HLTDET010	Join alloy structures
HLTDET011	Construct ceramic and fixed restorations
HLTDET012	Construct orthodontic appliances
HLTDET013	Construct oral splints
HLTDET014	Repair and modify dentures and appliances
HLTDET015	Construct complete removable acrylic dentures and appliances
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS003	Maintain work health and safety

Elective units

CHCCOM002	Use communication to build relationships
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCDIV003	Manage and promote diversity
CHCPRP005	Engage with health professionals and the health system
HLTAID006	Provide advanced first aid

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HLTINF002	Process reusable devices and equipment
BSBADM311	Maintain business resources
BSBADM409	Coordinate business resources
BSBCUS301	Deliver and monitor a service to customers
BSBCUS403	Implement customer service standards
BSBFIA402	Report on financial activity
BSBLDR403	Lead team effectiveness
BSBMGT402	Implement operational plan
BSBPMG522	Undertake project work
BSBRKG403	Set up a business or records system for a small business
BSBWOR204	Use business technology

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

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HLT57415 Diploma of Audiometry

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units. Removal of entry requirements.

Qualification Description

This qualification reflects the role of audiometrists who conduct hearing assessments to identify hearing impairment and take appropriate action based on the test results. They may refer clients for further audiological or medical assessment, and be involved in care management and education programs. At this level, audiometrists also prescribe and dispense hearing aids and/or other listening devices to assist in hearing rehabilitation. Audiometrists may work in medical or industrial contexts or as independent practitioners.

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

Packaging Rules

Total number of units = 19

- 11 core units
- 8 elective units, consisting of:
  - at least 2 units from the Audiometry units listed below
  - up to 6 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM006 Establish and manage client relationships

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CHCDIV001	Work with diverse people
CHCEDU008	Share health information
CHCLEG001	Work legally and ethically
HLTAAP002	Confirm physical health status
HLTAID003	Provide first aid
HLTAUD001	Assess hearing
HLTAUD004	Develop and implement individual hearing rehabilitation programs
HLTAUD005	Dispense hearing devices
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS003	Maintain work health and safety

Elective units

Audiometry

HLTAUD002	Conduct play audiometry
HLTAUD006	Remove cerumen
HLTAUD003	Assess and respond to occupational noise risk

Other electives

CHCAGE001	Facilitate the empowerment of older people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCPOL003	Research and apply evidence to practice
HLTINF002	Process reusable medical devices and equipment
BSBCUS301	Deliver and monitor a service to customers
BSBFLM303	Contribute to effective workplace relationships
BSBINM301	Organise workplace information
BSBINN301	Promote innovation in a team environment
BSBLDR402	Lead effective workplace relationships

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BSBMKG413	Promote products and services
BSBRES401	Analyse and present research information
BSBWOR404	Develop work priorities
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

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

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HLT57715 Diploma of Practice Management

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules.

Qualification Description

This qualification reflects the role of business or practice managers who manage the operation of small to medium sized health practices.

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

Packaging Rules

Total number of units = 15

- 10 core units
- 5 elective units, consisting of:
  - up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001 Work with diverse people

CHCLEG003 Manage legal and ethical compliance

HLTADM004 Manage health billing and accounting system

HLTINF003 Implement and monitor infection prevention control policies and

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	procedures
HLTWHS004	Manage work health and safety
BSBCUS501	Manage quality customer service
BSBFIM501	Manage budgets and financial plans
BSBMED301	Interpret and apply medical terminology appropriately
BSBMGT502	Manage people performance
BSBRSK501	Manage risk

Elective units

CHCDIV003	Manage and promote diversity
CHCPOL002	Develop and implement policy
CHCPRP003	Reflect on and improve own professional practice
CHCPRP005	Engage with health professionals and the health system
HLTADM001	Administer and coordinate Telehealth services
HLTADM002	Manage Telehealth technology
BSBADM502	Manage meetings
BSBADV507	Develop a media plan
BSBADV509	Create mass print media advertisements
BSBADV510	Create mass electronic media advertisements
BSBAUD503	Lead a quality audit
BSBAUD504	Report on a quality audit
BSBHRM502	Manage human resources management information systems
BSBHRM505	Manage remuneration and employee benefits
BSBHRM506	Manage recruitment selection and induction processes
BSBHRM507	Manage separation or termination
BSBHRM509	Manage rehabilitation or return to work programs

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BSBHRM512 Develop and manage performance-management processes

BSBINM501 Manage an information or knowledge management system

BSBMGT516 Facilitate continuous improvement

BSBMGT517 Manage operational plan

BSBMKG501 Identify and evaluate marketing opportunities

BSBMKG502 Establish and adjust the marketing mix

BSBMKG514 Implement and monitor marketing activities

BSBMKG608 Develop organisational marketing objectives

BSBPUR501 Develop, implement and review purchasing strategies

BSBRKG502 Manage and monitor business or records systems

BSBSUS501 Develop workplace policy and procedures for sustainability

BSBWOR502 Lead and manage team effectiveness

BSBWRK510 Manage employee relations

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

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HLT57915 Diploma of Anaesthetic Technology

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Corrected typographical error: HLTAID001. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units.

Qualification Description

This qualification reflects the role of Anaesthetic Technicians who work in consultation with, and under the direction of, anaesthetists, during the induction, maintenance and emergence phases of anaesthesia.

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

^ From 1 July 2022 the core unit HLTAID001 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID009 - *for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units*

Packaging Rules

Total number of units = 17

- 15 core units
- 2 elective units, consisting of:
  - up to 2 units from the electives listed below, any endorsed Training Packages or accredited course – these units must be relevant to the job outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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Core units

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCPRP003	Reflect on and improve own professional practice
HLTAAP003	Analyse and respond to client health information
HLTAID001	Provide cardiopulmonary resuscitation
^ HLTAID009	**Provide cardiopulmonary resuscitation (must be delivered from 1 July 2022)**
HLTANA001	Prepare clients for anaesthesia
HLTANA002	Monitor clients during anaesthesia
HLTANA003	Assist with airway management
HLTANA004	Respond to anaesthesia related emergencies
HLTANA005	Maintain quality and supply of anaesthetic equipment and consumables
HLTANA006	Assist with clinical procedures used in anaesthesia
HLTANA007	Monitor medications in the anaesthetic environment
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS003	Maintain work health and safety
BSBMED301	Interpret and apply medical terminology appropriately

Elective units

CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
HLTWHS006	Manage personal stressors in the work environment
BSBINM401	Implement workplace information system
BSBLDR402	Lead effective workplace relationships
BSBLDR403	Lead team effectiveness

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BSBMGT402 Implement operational plan

BSBMGT406 Plan and monitor continuous improvement

BSBRES401 Analyse and present research information

TAEDEL404A Mentor 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

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

Modification History

Release	Comments
Release 5	Units of competency updated (see mapping at www.cshisc.com.au). Updated title of HLTINF004. Equivalent outcome.
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 3	Added Taxonomy data. Equivalent outcome.
Release 2	Corrections to metadata and mapping
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Overall – increased from 16 to 18 units Core – increased from 8 to 10 units Electives – remained 8 units Includes first aid and updated WHS unit Removal of entry requirements

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.

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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 contribute to a valid, industry-supported vocational outcome.

Core units

HLTAHW061	Engage in community health research
HLTAHW066	Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care

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HLTAHW067	Manage health education and promotion
HLTAHW068	Develop work plans
HLTAHW069	Develop health care policy
HLTAHW070	Manage human resources
HLTINF004	Manage the prevention and control of infection
HLTWHS004	Manage workplace health and safety
BSBMGT605	Provide leadership across the organisation
BSBMGT608	Manage innovation and continuous improvement

Elective units

CHCADV005	Provide systems advocacy services
CHCCDE007	Develop and provide community projects
CHCDIV001	Work with diverse people
CHCEDU002	Plan health promotion and community intervention
CHCEDU008	Share health information
CHCMGT007	Work effectively with the Board of an organisation
CHCPRP003	Reflect on and improve own professional practice
HLTAHW025	Provide information and strategies in health care
HLTAHW032	Supervise individual workers
HLTAHW033	Maintain community health profile
HLTAHW034	Provide healthy lifestyle programs and advice

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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
HLTAHW061	Engage in community health research
HLTAHW062	Supervise health care team
HLTAHW063	Implement office systems
HLTAHW064	Manage budgets
HLTAHW072	Provide guidance in social and emotional wellbeing
HLTAHW073	Practice social and emotional wellbeing in a clinical setting
HLTAHW074	Provide closure on healing processes
HLTAHW075	Manage community health projects
HLTAHW076	Plan for community emergencies
HLTAHW077	Provide supervision for social and emotional wellbeing workers
HLTAHW078	Work within a narrative approach
HLTPOP019	Apply a population health framework
HLTPOP020	Work with the community to identify health needs
HLTPOP021	Plan a population health project
HLTPOP022	Evaluate a population health project
HLTPOP023	Build capacity to promote health
HLTPOP024	Develop a disaster plan

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HLTWHS003	Maintain work health and safety
AHCCCF402A	Report on project
BSBADM409	Coordinate business resources
BSBADM502	Manage meetings
BSBATSIM414	Oversee the organisation's annual budget
BSBATSIM416	Oversee organisational planning
BSBATSIM418	Oversee financial management
BSBATSIM419	Contribute to the development and implementation of organisational policies
BSBATSIM420	Oversee asset management
BSBATSIM421	Support a positive and culturally appropriate workplace culture
BSBATSIM505	Control organisational finances
BSBATSIM506	Develop employment policies
BSBATSIM511	Develop enterprise opportunities
BSBATSIW515	Secure funding
BSBAUD503	Lead a quality audit
BSBFIM501	Manage budgets and financial plans
BSBHRM404	Review human resources functions
BSBHRM405	Support the recruitment, selection and induction of staff
BSBINN601	Lead and manage organisational change

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BSBLDR403	Lead team effectiveness
BSBMGT502	Manage people performance
BSBMGT517	Manage operational plan
BSBMGT605	Provide leadership across the organisation
BSBMGT616	Develop and implement strategic plans
BSBMGT617	Develop and implement a business plan
BSBPUB402	Develop public relations campaigns
BSBRSK501	Manage risk
BSBSUS501	Develop workplace policy and procedures for sustainability
TAEASS301B	Contribute to assessment
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL301A	Provide work skill instruction
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL404A	Mentor in the workplace

Qualification Mapping Information

No equivalent qualification

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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

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HLT62615 Advanced Diploma of Ayurveda

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Updated title of HLTINF004. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change to packaging rules. Significant changes to core units. Minimum clinic requirement of 400 hours.

Qualification Description

This qualification reflects the role of Ayurvedic practitioners who possess well developed cognitive and communication skills plus specialised knowledge of Ayurvedic medicine that allows them to formulate responses to specific therapeutic needs. Practitioners at this level may be self-employed as independent practitioners or work in a larger health service.

To achieve this qualification, the candidate must have completed 400 hours of work as detailed in the Assessment Requirements of units of competency.

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

Packaging Rules

Total number of units = 25

- 21 core units
- 4 elective units, consisting of:
  - at least 1 unit from the Business Management group below
  - up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

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All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM006 Establish and manage client relationships

CHCDIV001 Work with diverse people

CHCLEG003 Manage legal and ethical compliance

CHCPRP003 Reflect on and improve own professional practice

CHCPRP005 Engage with health professionals and the health system

HLTAAP003 Analyse and respond to client health information

HLTAID003 Provide first aid

HLTAYV001 Develop Ayurvedic practice

HLTAYV002 Make Ayurvedic lifestyle assessments

HLTAYV003 Provide Ayurvedic bodywork therapies

HLTAYV004 Provide Ayurvedic lifestyle advice

HLTAYV005 Provide advice on Ayurvedic nutrition

HLTAYV006 Take cases within an Ayurvedic framework

HLTAYV007 Diagnose conditions within an Ayurvedic framework

HLTAYV008 Provide Ayurvedic remedial therapies

HLTAYV009 Provide therapeutic Ayurvedic nutritional advice

HLTAYV010 Select and advise on Ayurvedic medicines - dravyaguna

HLTAYV011 Prepare and dispense Ayurvedic medicines - dravyaguna

HLTAYV012 Monitor and evaluate Ayurvedic treatments

HLTINF004 Manage the prevention and control of infection

HLTWHS004 Manage work health and safety

Elective units

Business management

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BSBSMB403 Market the small business

BSBSMB404 Undertake small business planning

BSBSMB405 Monitor and manage small business operations

BSBSMB406 Manage small business finances

Other electives

CHCAGE001 Facilitate the empowerment of older people

CHCCCS001 Address the needs of people with chronic disease

CHCDIS007 Facilitate the empowerment of people with disability

CHCMHS001 Work with people with mental health issues

CHCPOL003 Research and apply evidence to practice

CHCPRP001 Develop and maintain networks and collaborative partnerships

HLTHPS010 Interpret and use information about nutrition and diet

HLTMSG001 Develop massage practice

HLTMSG002 Assess client massage needs

HLTMSG004 Provide massage treatments

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

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HLT64115 Advanced Diploma of Nursing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT61107. Change to packaging rules. Significant change to the Core units. Entry Requirement.

Qualification Description

This qualification reflects the role of enrolled nurses with advanced skills who work in a specialised area of nursing practice. At this level, enrolled nurses integrate and adapt specialised, technical and theoretical knowledge to address a diverse range of clinical situations and challenges in their area of specialisation. They contribute to the continuous improvement of clinical practice using research and participation in broader organisational quality processes. Enrolled nurses retain responsibility for their own actions while remaining accountable to the Registered Nurse/Midwife for all delegated functions.

Note that the scope of practice for this job role is determined by state and territory legislative requirements and the policies and procedures of the employing organisation. Users of this qualification must refer to those instruments in the development of training and assessment strategies.

^ From 1 July 2022 the elective units HLTAID005, HLTAID007 must no longer be delivered and will be replaced in the Packaging Rules by the units HLTAID013, HLTAID015 - *for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units*

Entry Requirements

Entry to this qualification is open to individuals who are currently working in Australia as an enrolled nurse and hold current registration as an enrolled nurse without notation with the Nursing and Midwifery Board of Australia www.nursingmidwiferyboard.gov.au

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

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Packaging Rules

Total number of units = 10

- 3 core units
- 7 elective units, consisting of:
  - units required for 1 specialisation as detailed below
  - up to 2 units from the electives listed below, or any endorsed Training Package or accredited course – these units must be relevant to the work outcome

Packaging Rules for each specialisation:

- 5 Group A electives, including HLTENN007, HLTENN023 and HLTENN024, must be selected for award of the *Advanced Diploma of Nursing (Acute care)*
- All Group B electives must be selected for award of the *Advanced Diploma of Nursing (Aged care and individual support work)*
- All Group C electives must be selected for award of the *Advanced Diploma of Nursing (Critical care)*
- 5 Group D electives, including CHCMHS005, CHCMHS006 and HLTENN031, must be selected for award of the *Advanced Diploma of Nursing (Mental health)*
- All Group E electives must be selected for award of the *Advanced Diploma of Nursing (Perioperative)*
- All Group F electives must be selected for award of the *Advanced Diploma of Nursing (Renal care)*
- 5 Group G electives, including HLTENN007, HLTENN016 and HLTENN032, must be selected for award of the *Advanced Diploma of Nursing (Rural and remote)*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

HLTENN020 Conduct clinical assessments

HLTENN033 Research and report on nursing trends and practice

HLTENN034 Contribute to the improvement of clinical practice

Elective units

Group A electives – ACUTE CARE specialisation

HLTENN007 Administer and monitor medicines and intravenous therapy

HLTENN010 Apply a palliative approach in nursing practice

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HLTENN017 Apply nursing practice in the orthopaedic care setting

HLTENN018 Apply nursing practice in the rehabilitation care setting

HLTENN023 Apply nursing practice in the respiratory care setting

HLTENN024 Apply nursing practice in the cardiovascular care setting

HLTENN025 Implement and monitor care for a person with diabetes

HLTENN028 Apply nursing practice in the paediatric care setting

Group B electives – AGED CARE AND INDIVIDUAL SUPPORT specialisation

CHCAGE005 Provide support to people living with dementia

CHCCSM002 Implement case management practice

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

HLTENN010 Apply a palliative approach in nursing practice

HLTENN029 Apply nursing practice in contemporary aged care settings

Group C electives – CRITICAL CARE specialisation

HLTENN007 Administer and monitor medicines and intravenous therapy

HLTENN016 Apply nursing practice in the emergency care setting

HLTENN021 Apply nursing practice in the critical care setting

HLTENN023 Apply nursing practice in the respiratory care setting

HLTENN024 Apply nursing practice in the cardiovascular care setting

Group D electives – MENTAL HEALTH specialisation

CHCCCS019 Recognise and respond to crisis situations

CHCCCS003 Increase the safety of individuals at risk of suicide

CHCCSM002 Implement case management practice

CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues

CHCMHS006 Facilitate the recovery process with the person, family and carers

HLTENN031 Apply nursing practice in contemporary mental health care settings

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Group E electives – PERIOPERATIVE specialisation

HLTENN007 Administer and monitor medicines and intravenous therapy

HLTENN023 Apply nursing practice in the respiratory care setting

HLTENN024 Apply nursing practice in the cardiovascular care setting

HLTENN026 Apply nursing practice in the perioperative care setting

HLTINF003 Implement and monitor infection prevention and control policies and procedures

Group F electives – RENAL CARE specialisation

CHCCSM002 Implement case management practice

HLTENN007 Administer and monitor medicines and intravenous therapy

HLTINF003 Implement and monitor infection prevention and control policy and procedures

HLTRNL001 Support a person with chronic kidney disease

HLTRNL002 Provide care and support to a person undergoing renal replacement therapy

Group G electives – RURAL AND REMOTE specialisation

CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues

HLTENN007 Administer and monitor medicines and intravenous therapy

HLTENN016 Apply nursing practice in the emergency care setting

HLTENN032 Apply nursing practice in the rural and remote setting

HLTENN014 Contribute to maternal and infant health care

HLTENN015 Apply nursing practice in the primary health care setting

Other **electives**

CHCAOD004 Assess needs of clients with alcohol and other drugs issues

CHCAOD005 Provide alcohol and other drugs withdrawal services

CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues

CHCCCS014 Provide brief interventions

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CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDIS003	Support community participation and social inclusion
CHCDIS006	Develop and promote positive person-centred behaviour support
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS009	Facilitate ongoing skills development using a person-centred approach
CHCMGT003	Lead the work team
HLTADM001	Administer and coordinate Telehealth services
HLTAID005	Provide first aid in remote situations
^ **HLTAID013**	**Provide First Aid in remote or isolated site (must be delivered from 1 July 2022)**
HLTAID007	Perform advanced resuscitation
^ **HLTAID015**	**Provide advanced resuscitation and oxygen therapy (must be delivered from 1 July 2022)**
HLTENN019	Apply nursing practice in sexual and reproductive health care
HLTENN022	Contribute to the registration, eligibility and assessment of donors
HLTENN027	Apply nursing practice in the hyperbaric environment
HLTENN030	Implement and monitor care of a person with a stoma
HLTHPS008	Provide clinical mentoring in the work environment
HLTHPS009	Perform peripheral intravenous cannulation
HLTWHS004	Manage work health and safety
HLTWHS006	Manage personal stressors in the work environment

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

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HLT65015 Advanced Diploma of Dental Prosthetics

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLT60412. Change to packaging rules. Minimum work requirement of 240 hours. Entry requirement.

Qualification Description

This qualification reflects the role of a dental prosthetist who works as independent practitioners in the assessment, treatment, management of a person who requires provision of removable dentures; and who also provides unique flexible removable mouthguards used for sporting activities.

To achieve this qualification, the candidate must have completed at least of 240 hours of dental prosthetist clinical practice work as detailed in the Assessment Requirements of the units of competency.

A graduate holding an Advanced Diploma of Dental Prosthetics approved by the Dental Board of Australia is able to apply for registration with the Dental Board of Australia. Further information on registration is available at www.dentalboard.gov.au

Entry Requirements

To gain entry into HLT65015 Advanced Diploma of Dental Prosthetics a candidate must hold the HLT55115 Diploma of Dental Technology or its equivalent.

Packaging Rules

Total number of units = 12

- 11 core units
- 1 elective unit from the electives listed below or from any other endorsed Training Package or accredited course – this unit must be relevant to the work outcome.

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Elective chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCPOL003	Research and apply evidence to practice
HLTDEN004	Implement an individualised oral hygiene program
HLTDEP001	Identify, select and prepare instruments, equipment and materials
HLTDEP002	Gather data, conduct dental prosthetic examination and develop treatment plan
HLTDEP003	Take impressions
HLTDEP004	Establish and record jaw relationships and select artificial teeth
HLTDEP005	Evaluate a removable dental prosthesis at try-in stage
HLTDEP006	Insert and issue a completed removable dental prosthesis
HLTDEP007	Perform maintenance treatment for clients with removable dental prostheses
HLTDEP008	Construct and insert an implant retained overdenture
HLTINF002	Process reusable instruments and equipment

Electives

HLTDEN011	Implement an oral health promotion program
HLTDEN014	Take a clinical photograph
BSBFIM501	Manage budgets and financial plans
BSBHRM602	Manage human resources strategic planning
BSBLDR502	Lead and manage effective workplace relationships
BSBRKG505	Document or reconstruct a business or records system
BSBWOR502	Lead and manage team effectiveness

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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

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HLTAID009 Provide cardiopulmonary resuscitation

Modification History

Not applicable.

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 persons 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

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 cardiopulmonary resuscitation (CPR). 1.4. Seek assistance from emergency services.
2. Perform CPR procedures.	2.1. Perform CPR in accordance with the ARC guidelines. 2.2. Display respectful behaviour towards casualty. 2.3. Operate an automated external defibrillator (AED) according to manufacturers' instructions.
3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Maintain privacy and confidentiality of information in line with statutory or organisational policies.

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4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. 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 HLTAID001 Perform cardiopulmonary resuscitation

Links

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

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Assessment Requirements for HLTAID009 Provide cardiopulmonary resuscitation

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
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
  - handing over to emergency services
  - providing an accurate verbal report of the incident
  - reviewing the incident
- 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.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - relevant ARC guidelines to managing the unconscious breathing and non-breathing casualty and provision of CPR
  - potential incident hazards and risk minimisation processes when providing first aid

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  - 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
- 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
- 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.

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
- AED training devices
- personal protective equipment (PPE).

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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

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HLTAID011 Provide First Aid

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a 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 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

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. Seek assistance from emergency services.
2. Apply appropriate first aid procedures.	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance 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 manufacturers' instructions. 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.

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3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Complete applicable workplace or site documentation, including incident report form. 3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. 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 HLTAID003 Provide first aid

Links

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

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Assessment Requirements for HLTAID011 Provide 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
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
- 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

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- responded to at least one simulated first aid incident 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
  - 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.

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
- 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

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  - 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
- signs, symptoms and management of the following conditions and injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening and life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - 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.

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

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- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- 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.

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

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HLTAID013 Provide First Aid in remote or isolated site

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in a remote or isolated site over an extended period of time until medical assistance is provided, or evacuation occurs.

This unit applies to any site where medical assistance is likely to be delayed.

First aid is to be provided in line with guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

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. Prepare equipment for first aid response in remote or isolated site.	1.1. Evaluate information about remote or isolated site and identify potential injuries and illnesses requiring extended management. 1.2. Select first aid equipment and resources to manage a range of potential incidents, according to organisational emergency response and first aid procedures. 1.3. Select communication equipment to facilitate emergency response in remote or isolated site. 1.4. Complete pre-departure safety and serviceability checks on equipment.
2. Assess the situation.	2.1. Recognise and assess an emergency situation. 2.2. Ensure safety for self, bystanders and casualty. 2.3. Assess casualty to determine extent of first aid response. 2.4. Identify need for medical assistance and relay initial and

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	concise information. 2.5. Triage when multiple casualties are involved.
3. Apply appropriate first aid procedures.	3.1. Perform single-rescuer or two-rescuer cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines and availability of rescuers. 3.2. Provide first aid in accordance with established first aid principles. 3.3. Display respectful behaviour towards casualty. 3.4. Obtain consent from casualty where possible. 3.5. Use available resources and equipment to make the casualty as comfortable as possible. 3.6. Operate first aid equipment according to manufacturers' instructions. 3.7. Monitor the casualty's condition and respond in accordance with first aid principles. 3.8. Assess need to evacuate casualty, ability to transport to medical assistance or need for external assistance. 3.9. Administer medication as required according to medical instructions.
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 records and information in line with applicable statutory or organisational policies.
5. Coordinate evacuation and first aid activities until assistance arrives.	5.1. Determine need, in consultation with external services, to evacuate casualty. 5.2. Provide accurate information about location of incident, number of casualties, their condition and their position to enable deployment of appropriate resources. 5.3. Continue to provide treatment using available resources until help arrives. 5.4. Prepare site for evacuation of patient. 5.5. On approach, assist emergency services to locate the site of the incident. 5.6. Follow instructions and provide assistance to emergency services personnel during evacuation.
6. Review the incident.	6.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 6.2. Contribute to a review of the first aid response as required.

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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 HLTAID005 Provide first aid in remote situations.

Links

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

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Assessment Requirements for HLTAID013 Provide First Aid in remote or isolated site

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) guidelines 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 compressions 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
  - minor wound cleaning and dressing
  - nosebleed
  - shock
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques for remote situations and appropriate equipment improvisations

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  - head, neck and spinal injuries
  - hypothermia and hyperthermia
  - life threatening bleeding requiring use of tourniquets and haemostatic dressings
- responded to at least one simulated first aid incident 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
- conducted a basic triage for a multiple casualty incident.

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 including those relevant to remote or isolated sites
  - 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

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  - 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
- signs, symptoms and management of the following conditions or injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - envenomation - all current treatments
  - eye injuries
  - fractures, dislocations, sprains and strains
  - head, neck and spinal injuries
  - hypothermia
  - hyperthermia
  - minor wounds
  - nose-bleed
  - poisoning
  - seizures
  - shock
  - sharps injuries
  - stroke
  - life threatening bleeding including use of tourniquets and haemostatic dressings

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- 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
  - ongoing care requirements of casualty beyond initial treatment
- remote considerations in the provision of first aid, including:
  - the nature of remote or isolated sites and how this may impact on first aid management
  - key features, functions and limitations of different types of emergency communication equipment used in remote or isolated sites, and factors that affect choice:
    - radio equipment
    - mobile phones
    - satellite phones
    - alerting and tracking devices including personal locator beacons (PLBs)
  - management options relating to transporting casualty, including aero-medical evacuation
  - specific considerations contextualised to alpine, desert, marine, rural or remote settings and tropical environments
  - methods used to assist emergency services to locate incident sites and the key features, functions and limitations of resources used to assist:
    - verbal directions
    - flags
    - flares or smoke
    - fires
  - use of man-made and natural resources to supplement first aid equipment
  - content of remote area first aid kits
  - content of remote area medication boxes
- 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.

Scenarios must concentrate on the significance of remote or isolated site circumstances.

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:

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- adult and infant resuscitation manikin following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training devices
- placebo bronchodilator and spacer device
- haemostatic dressings
- haemostatic wound packing trainer
- thermometers
- tourniquets
- tourniquet trainer
- different types of wound dressings and bandages
- blankets and items to manage a casualty for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other appropriate workplace or site incident report form, which includes space for recording vital signs of casualties
- remote first aid kits
- immobilisation 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

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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.

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	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.

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Links

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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

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  - 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

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    - 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

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  - 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

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- 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

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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
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 and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3 Assess the casualty and recognise the need for CPR, advanced resuscitation response or oxygen therapy. 1.4. Manage life-threatening bleeding. 1.5. Seek assistance from emergency services. 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.

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	2.2. Display respectful behaviour towards casualty.
	2.3. Use available resources and equipment according to manufacturers' instructions.
3. Deliver oxygen therapy.	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.

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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

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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

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  - 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

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- 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.

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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

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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

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	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

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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

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- 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

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AHCCCF402A Report on project

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	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

Application of the unit	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

Prerequisite units		

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Employability Skills Information

Employability skills	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	1.1. Scope of report and target audience is identified in contract, program guidelines, agency procedures, and group committee decisions. 1.2. Background to project is researched from available records. 1.3. Information is collated from project records, monitoring records, and information provided by group and other stakeholders.
2. Prepare report	2.1. Framework of report is prepared to required scope, target audience and guidelines. 2.2. Project report is prepared from researched information to contract, agency and group requirements. 2.3. Conclusions are prepared in consultation with informed personnel. 2.4. Draft report is circulated to identify stakeholders for comment according to group requirements and agency procedures.
3. Revise report for distribution	3.1. Draft report is revised to address comments from consultation. 3.2. Any unresolved issues are submitted to group committee for decisions. 3.3. Approval is obtained for revised report in accordance with contract, group and agency requirements.

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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

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EVIDENCE GUIDE	
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	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: • 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.
Context of and specific resources for assessment	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

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Project reports may include:	• 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

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RANGE STATEMENT	
	observations by clients.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCHM201A Apply chemicals under supervision

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of applying chemicals under supervision using handheld or small powered equipment, and defines the standard required to: apply chemicals using handheld or small powered equipment; check, prepare, use and maintain application equipment and personal protective equipment; measure, mix, transport, handle store and dispose of chemicals and comply with Occupational Health and Safety (OHS), chemical label and Material Safety Data Sheets (MSDSs) requirements.

Application of the Unit

Application of the unit	This unit applies to working under supervision with reference to the product label, legislation and enterprise procedures. This unit may be deemed to have a time limit when used as part of an accreditation or licence process.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check application and personal protective equipment	1.1. Carry out pre-operational checks of application equipment in accordance with manufacturer's specification and OHS requirements. 1.2. Prepare application equipment for use in accordance with manufacturer's specification and directions. 1.3. Identify and replace any damaged or worn components. 1.4. Check personal protective equipment in accordance with manufacturer's specification and OHS requirements.
2. Prepare application equipment	2.1. Apply label information regarding precautions for the chemical mix/substance being used. 2.2. Select and use appropriate personal protective and mixing equipment in accordance with MSDSs and chemical label. 2.3. Measure, mix and load chemical mix or substances in accordance with directions on chemical label. 2.4. Follow legislative and regulatory requirements regarding chemical use including OHS. 2.5. Confirm instructions from chemical MSDSs in the event of a spill. 2.6. Check that output of application equipment is correct and in accordance with application/spray plan.

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ELEMENT	PERFORMANCE CRITERIA
3. Apply chemicals	3.1. Assess and record meteorological conditions and forecasts prior to and during application. 3.2. Select and use appropriate personal protective equipment in accordance with MSDSs and chemical label. 3.3. Apply chemical in accordance with the application/spray plan and/or instructions. 3.4. Assess and minimise risks to others, product integrity and the environment prior to and during application.
4. Finalise work	4.1. Clean and store Personal Protective Equipment (PPE) and application equipment in accordance with manufacturer's specification and OHS requirements. 4.2. Dispose of excess chemicals and use triple rinse drums in accordance with label and MSDSs requirements. 4.3. Complete incident reports as required in accordance with legislative and/or regulatory requirements. 4.4. Complete application records. 4.5. Store unused chemical/products in accordance with label requirements and MSDSs. 4.6. Adhere to all re-entry and withholding periods.
5. Transport and handle chemical	5.1. Confirm precautions for the transport and handling of chemicals. 5.2. Transport and handle chemicals in accordance with legislative and/or regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and adopt safe work practices • conduct pre-operational checks of application equipment • use and maintain personal protective equipment • measure, mix and load chemical mixes

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REQUIRED SKILLS AND KNOWLEDGE

- use hand held and small powered application equipment relevant to the industry sector using safe and environmentally responsible work practices
- interpret labels, record relevant information and measure application amounts
- follow chemical label requirements and application/spray plan
- record activities and maintain records
- transport and handling techniques
- respond to emergencies and apply first aid in the event of pesticide poisoning
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- applied principles of Integrated Pest/Resistance Management
- structure of chemical label and MSDS
- types, applications, storage and fitting of personal protective equipment
- legislation and regulations including OHS and licensing requirements in relation to chemical use
- features and functions of a range of application equipment relevant to the industry sector
- risk factors including human and animal health, spillage and environmental
- principles of transport, handling and storage for chemicals
- requirements for disposal of excess chemicals, clearing spillages and equipment clean up
- transport and handling requirements
- environmental effects of selected chemicals and how to minimise damaging effects of chemicals
- different broad chemical types, eg, insecticides, herbicides and fungicides and their mode of action symbols on the label
- paths of entry of poisons into the body and methods of limiting exposure
- methods of minimising risk during application
- Regulations and Codes of Practices with regard to hazardous substances of the use of chemicals
- OHS concerning personal safety and safety of others in the workplace
- alternatives to chemicals for pest management
- possible effects on health of bystanders/public in addition to applicators
- weather conditions and means of assessing them in line with risks, and recognising when they become unsuitable for application to continue.

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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	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: • apply chemicals using handheld or small powered equipment • check, prepare, use and maintain application equipment and personal protective equipment • measure, mix, transport, handle store and dispose of chemicals • comply with OHS, chemical label and MSDSs requirements.
Context of and specific resources for assessment	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

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Chemicals may include:	• the application of liquid chemical mixes • granular products • and/or biological agents used in the control of pest, weeds and diseases including animal health products.

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Unit Sector(s)

Unit sector	Chemicals

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCHM303A Prepare and apply chemicals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of preparing and applying chemicals and defines the standard required to: assess the need for chemical use: comply with safety, chemical label and MSDS requirements; prepare an application/spray plan; prepare and apply chemicals; calibrate application equipment and maintain chemical records.

Application of the Unit

Application of the unit	This unit covers the preparation and application of liquid chemical mixes and/or granular products for the control of weeds, pests and diseases across a range of industry sectors. This unit may be deemed to have a time limit when used as part of an accreditation or licence process.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine the need for chemical use	1.1. Nature and level of the pest, weed infestation or disease is identified. 1.2. Need for control is assessed. 1.3. The requirement for chemical use as an option within an integrated pest management strategy is assessed. 1.4. Hazard and risk analysis of different chemical options is undertaken. 1.5. Requirement for chemical application is identified and confirmed.
2. Prepare application/spray plan	2.1. Mixing rates for chemical is defined and calculated. 2.2. Application equipment type and set up requirements are determined for intended application. 2.3. The quantity of mix required is determined. 2.4. Meteorological conditions and forecasts prior to and during application are accessed. 2.5. An application/spray plan is completed. 2.6. Notify neighbours as required in accordance with industry practice or regulatory requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Prepare chemical mixes	3.1. Requirements from chemical labels and Material Safety Data Sheets (MSDSs) are interpreted and applied. 3.2. Appropriate first aid supplies are at hand. 3.3. Appropriate personal protective and mixing equipment is selected and used in accordance with MSDSs and chemical label. 3.4. A suitable location for mixing and loading is selected. 3.5. Chemicals are prepared in accordance with registered use. 3.6. MSDSs are followed in the event of a spill.
4. Calibrate application equipment	4.1. Pre-operational checks of application equipment are carried out. 4.2. Equipment is calibrated in accordance with manufacturer specifications and application/spray plan. 4.3. Calibration is checked for conformity to the requirements of the application/spray plan. 4.4. Chemical is loaded wearing appropriate Personal Protective Equipment (PPE) and controlling risks to human health and the environment.
5. Apply chemicals	5.1. Appropriate personnel protective equipment is selected and used in accordance with MSDSs and chemical label. 5.2. Chemical is applied in accordance with the application/spray plan and/or instructions and legislative and/or regulatory requirements. 5.3. Risks to others, product integrity and the environment are assessed and minimised.
6. Clean up equipment and complete records	6.1. Excess chemical is disposed of in accordance with label and MSDSs requirements. 6.2. Application equipment is cleaned and decontaminated. 6.3. Requirements for the disposal of unused chemical, containers spilled materials are determined and implemented 6.4. PPE and mixing equipment is cleaned and stored. 6.5. Incidents are reported as required in accordance with legislative and/or regulatory requirements. 6.6. All records, e.g. calibration, application, DG/hazard

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ELEMENT	PERFORMANCE CRITERIA
	substances, risk assessments, are completed in accordance with legislative, industry and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement risk control procedures
- identify appropriate treatment for pest, disease or weed
- mix and load chemicals
- conduct pre-operational checks of application equipment
- calibrate handheld and/or powered application equipment relevant to the industry sector
- interpret and apply chemical label requirements in the preparation of an application/spray plan
- apply chemicals
- use and maintain PPE
- dispose of surplus chemical and containers
- record activities and maintain records
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- options for pest control based on Integrated Pest/Resistance Management principles
- plant, pest, weed and/or diseases relative to industry sector
- chemical label and MSDSs formats
- meteorological and other conditions and impacts on safe and effective chemical

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REQUIRED SKILLS AND KNOWLEDGE
application • types and application of personal protective equipment • features, functions and calibration techniques for a range of hand held and/or powered application equipment relevant to the industry sector • risk factors including human and animal health, weather, spray drift, spillage and environmental • spray nozzle identification, selection, operation and use • chemical mix including mixing order, adjuvants, water quality, efficacy etc • application techniques for a range of equipment types • requirements for disposal of excess chemicals, clearing spillages and equipment clean up • legislation including Occupational Health and Safety (OHS) and environment, and licensing requirements, in relation to chemical use.

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	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: • assess the need for chemical use • comply with safety, chemical label and MSDSs requirements • prepare an application/spray plan • prepare and apply chemicals • calibrate application equipment • maintain chemical records
Context of and specific resources for assessment	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

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EVIDENCE GUIDE	
	enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Chemical types may include:	• all types of chemical mixes used in the control of pests, weeds and diseases including animal health products.
This unit does not cover:	• operation of specialised equipment and machinery transport • handling and storage of chemicals set up of advanced operation • specialised on-board control equipment.

Unit Sector(s)

Unit sector	Chemicals

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCCHM304A Transport, handle and store chemicals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of transporting, handling and storing chemicals safely and identifies the standard required to: correctly maintain and use personal protective equipment (PPE) according to label; follow emergency procedures for chemical spillage; follow legislative requirements for the safe transport of chemicals; and maintain storage area and chemical manifest.

Application of the Unit

Application of the unit	This unit applies to the safe transport, handling and storage of liquid and dry chemical formulations across a range of industry sectors. The work is likely to be carried out unsupervised. Responsibility for and limited organisation of the work of others may be involved. This unit may be deemed to have a time limit when used as part of an accreditation or licensing process.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Transport and handle chemicals and biological agents	1.1. Transport requirements are identified and followed from legislative and regulatory requirements, including Occupational Health and Safety (OHS). 1.2. Risks involved in the transport and handling of chemical and biological agents are assessed and minimised. 1.3. Containers are confirmed as being in a sound condition to transport. 1.4. PPE is used as required according to manufacturer specifications and OHS requirements. 1.5. Instructions from chemical material safety data sheets (MSDS) are followed in the event of a spill. 1.6. Transport incidents are reported as required according to legislative and/or regulatory requirements. 1.7. Appropriate first aid kit and spill kit are confirmed as being on hand for all stages of transport, handling and storage.
2. Store chemicals in the workplace	2.1. Appropriate storage methods are used according to chemical labels, MSDS, and/or legislative and regulatory requirements. 2.2. Risks involved in storage of chemical and biological agents are assessed and minimised. 2.3. Storage area is maintained according to legislative

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ELEMENT	PERFORMANCE CRITERIA
	and regulatory requirements, including OHS and environmental protection. 2.4. Products are retained in original containers with labels intact. 2.5. Storage methods are utilised to prevent contact with people or animals, contamination of produce or the environment. 2.6. Correct disposal procedures are applied for used chemical drums and storage containers. 2.7. Unwanted and/or out-of-date chemicals are disposed of according to legislative and/or regulatory requirements and industry programs.
3. Record storage details	3.1. Chemical storage inventory and records are maintained according to legislative and regulatory requirements, including OHS. 3.2. Storage incidents are reported as required according to legislative and/or regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- transport, handle and store chemicals safely
- follow chemical label and MSDS requirements for transport handling and storage
- maintain records
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• transport handling and storage requirements on chemical labels and MSDS • types and application of PPE used in transport and handling • legislation and regulations, including OHS and licensing requirements in relation to chemical storage and transport • risk factors, including human, animal health and environmental associated with transport, handling and storage • requirements for disposal of excess, unwanted and/or out-of-date chemicals • requirements for disposal of used chemical containers and/or drums • processes for clearing spillages and clean up.

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	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: • transporting, handling and storing chemicals safely • identify the standard required to correctly maintain and use PPE according to label • follow emergency procedures for chemical spillage • follow legislative requirements for the safe transport of chemicals • maintain storage area and chemical manifest.
Context of and specific resources for assessment	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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Chemicals handling may include:	• requirements for the safe transport, handling and storage of chemicals and products used in the control of pest, weeds and diseases, including animal health products.
This unit does not cover:	• operation of specialised chemical application equipment and machinery, application of chemicals. See separate units of competency under the appropriate category.

Unit Sector(s)

Unit sector	Chemicals

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCDRG201A Maintain drainage systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of carrying out routine maintenance activities for drainage systems and defines the standard required to: carry out cleaning and maintenance of drainage systems; inspect and maintain simple drainage system components; monitor and control weeds and silt build up; inspect components for wear and record and report damage, blockages and leakages.

Application of the Unit

Application of the unit	This unit applies to workers in all industry sectors maintaining drainage systems usually working under supervision in a support role as directed.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Inspect drainage systems	1.1. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor. 1.2. Personal Protective Equipment (PPE) is used and maintained according to procedures. 1.3. Drainage system is visually inspected for blockages, leaks and operating faults.
2. Maintain system components	2.1. Components are inspected for wear or blockage. 2.2. Mechanical equipment is serviced as directed. 2.3. Simple components are replaced as directed.
3. Remove silt and weed growth	3.1. Silt is cleaned from channels, drains, sumps and crossings. 3.2. Weed growth is removed as directed. 3.3. Drainage system is flushed. 3.4. Unobstructed water flow is observed through channels and from outlets.
4. Record and report maintenance activities	4.1. Blockage or leakage is recorded by type and location of the section of the system affected. 4.2. Damaged or faulty equipment is recorded and reported. 4.3. All routine maintenance activities are recorded and reported. 4.4. Drainage system is checked regularly according to directions.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards • follow safe work practices relating to drainage system maintenance • read and follow operational procedures for drainage system maintenance • record and report maintenance observations and activities • use hand or powered equipment • use a range of weed control methods • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• basic types of drainage systems • drainage system cleaning procedures • OHS procedures relating to drainage system maintenance • manual, mechanical and chemical weed control methods • equipment used to clean and maintain drainage systems • legislation regarding the use of chemicals near waterways • disposal procedures for chemical containers and residues, oils/grease and used parts • environmental impacts of drainage system maintenance.

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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	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: • carry out cleaning and maintenance of drainage systems • inspect and maintain simple drainage system components • monitor and control weeds and silt build up • inspect components for wear • record and report damage, blockages and leakages.
Context of and specific resources for assessment	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

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Drainage systems may include:	• drainage pipes and channels • surface drains, culverts, mole drains, sand slit, sub surface traps, reed beds • pumps for recycling • baffles.
Operation systems may include:	• manual operation with monitoring • fully automated with computer control and monitoring.

Unit Sector(s)

Unit sector	Drainage

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCMOM204A Undertake operational maintenance of machinery

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of undertaking operational maintenance of machinery and defines the standard required to: select and prepare tools and equipment; carry out lubrication and basic servicing; conduct basic diagnostic tests; report simple faults or report and tag more serious faults; collect, remove and recycle or dispose of wastes; maintain records of machinery maintenance.

Application of the Unit

Application of the unit	This unit applies to workers in the agriculture, horticulture and land management sectors who use non-specialist skills to perform basic servicing and repairs on a range of machinery according to scheduled maintenance programs. The operational maintenance of machinery will usually follow set routines, methods and procedures.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for maintenance	1.1. Maintenance plans are accessed and understood prior to undertaking maintenance work. 1.2. Tools and supplies are selected appropriate to job requirements and confirmed against maintenance plan. 1.3. Tools are inspected for serviceability and prepared for use according to manufacturer's specifications and enterprise requirements. 1.4. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.
2. Perform scheduled maintenance	2.1. OHS hazards are identified and safety concerns reported to the supervisor. 2.2. Greasing, lubrication and other basic servicing of machinery are carried out according to manufacturer's specifications and enterprise requirements. 2.3. Equipment is adjusted according to manufacturer's specifications and enterprise requirements. 2.4. Basic diagnostic techniques are applied and

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ELEMENT	PERFORMANCE CRITERIA
	mechanical faults are identified and rectified according to manufacturer's specifications. 2.5. More serious or complex faults are reported for referral according to enterprise requirements.
3. Complete maintenance activities	3.1. Tools are cleaned and stored according to OHS and enterprise requirements. 3.2. Waste from maintenance activities is collected, treated and disposed or recycled according to enterprise environmental requirements. 3.3. Work areas are cleaned, returned to operating condition and maintained according to OHS and enterprise requirements. 3.4. Relevant information is documented according to industry and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and apply safe work practices • use tools and equipment safely • carry out basic servicing of machinery • carry out basic mechanical fault finding and diagnostic tests • refer complex mechanical faults to appropriate technician • follow procedures to dispose of waste • recognise caution or hazard signs and symbols • interpret tasks or information from labels, manuals or written instructions • record information accurately or verbally report information • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• types and uses of lubricants and other commonly used servicing materials • operational principles of machinery including mechanical and auto-electrical systems • servicing characteristics of plant and equipment • types, characteristics, uses and limitations of hand power tools • functions of components of common mechanical and hydraulic systems • working principles of 2-stroke, 4-stroke, petrol and diesel engines • set-up requirements of plant and equipment, and principles of calibration • basic diagnostic processes and techniques • environmental Codes of Practice with regard to maintenance activities • OHS and environmental legislative and enterprise requirements and Codes of Practice • hazard identification and OHS 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	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: • select and prepare tools and equipment • carry out lubrication and basic servicing • conduct basic diagnostic tests • report simple faults or report and tag more serious faults • collect, remove and recycle or dispose of wastes • maintain records of machinery maintenance.
Context of and specific resources for	Competency requires the application of work practices

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assessment	under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Operational maintenance of machinery may include:	• the basic operational maintenance of a range of agricultural, horticultural or land management machinery.
Machinery may include:	• sprayers • tractors • mechanical pruners • harvesters • turf mowers • rotary hoes • chainsaws • hedge trimmers • winches • vehicles • motorcycles.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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AHCMOM304A Operate machinery and equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining and operating machinery and equipment and defines the standard required to: carry out pre-operational checks and maintenance and report defects if necessary; secure attachments according to manufacturer's directions; operate machinery in a safe and controlled manner; follow procedures to minimise environmental impacts; implement shut-down procedures and store machinery and equipment; record maintenance and operation details.

Application of the Unit

Application of the unit	This unit applies to workers in agriculture, horticulture and land management who operate machinery and equipment for the enterprise. The unit is likely to be carried out under limited supervision with checking only related to overall progress.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare machinery and equipment for use	1.1. Machine and equipment is selected appropriate to job requirements and confirmed against a work plan. 1.2. Routine pre-operational checks of machinery and equipment are carried out to manufacturer's specifications and enterprise requirements. 1.3. Equipment is securely attached and calibrated for operation to manufacturer's specifications. 1.4. Faulty machinery and equipment is identified, safety tagged, and reported to supervisor according to enterprise requirements. 1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented.
2. Operate machinery and equipment	2.1. Machinery and equipment is operated in a safe and controlled manner, and monitored for performance and efficiency. 2.2. Risk to self, others and the environment are recognised and minimised according to enterprise and OHS requirements. 2.3. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures. 2.4. Environmental implications associated with machinery operation are identified, assessed and taken into account.

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ELEMENT	PERFORMANCE CRITERIA
3. Check and complete machinery and equipment operation	3.1. Machinery and equipment shut-down procedures are carried out to manufacturer's specifications and enterprise requirements. 3.2. Machinery and equipment operational records are maintained according to enterprise requirements. 3.3. Machinery and equipment damage, malfunctions or irregular performance are recorded and/or reported according to enterprise requirements. 3.4. Machinery and equipment is cleaned, secured and stored according to manufacturer's specifications and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement safe operating procedures
- complete pre-operational checks
- recognise and report defects
- operate machinery and equipment to industry standards
- demonstrate safe and environmentally responsible workplace practices
- read and interpret manufacturer's specifications, work and maintenance plans, and Material Safety Data Sheets (MSDSs)
- interpret and apply instructions, communicate with work team and supervisor, record and report equipment faults, workplace hazards, and accidents
- measure and calculate volumes, consumption and servicing requirements
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- manufacturers specifications for servicing of machinery and equipment
- operating principles and operating methods for machinery and equipment
- principles of weight distribution with regard to load shifting and machinery movement
- procedures for cleaning, securing and storing machinery, equipment and materials
- potential risks and hazards associated with the operation of machinery and

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REQUIRED SKILLS AND KNOWLEDGE
equipment • use of hazardous substances • environmental impacts and minimisation measures associated with the operation of machinery and equipment • OHS and environmental legislation, regulations and Codes of Practice • relevant State/Territory legislation, regulations and Codes of Practice with regard to licensing, roads and traffic 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, 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	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: • carry out pre-operational checks and maintenance and report defects if necessary • secure attachments according to manufacturer's directions • operate machinery in a safe and controlled manner • follow procedures to minimise environmental impacts • implement shut-down procedures and store machinery and equipment • record maintenance and operation details • evidence records must include details of the machinery and equipment that the candidate was assessed on.
Context of and specific resources for assessment	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

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EVIDENCE GUIDE	
	enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Machinery and equipment may include:	• hydraulic equipment • stationary engines • spraying equipment • mulching and chipping equipment • powered trailers and three point linkage equipment • excludes chainsaws, tractors, vehicles and earth moving equipment.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCNSY202A Tend nursery plants

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of tending containerised nursery plants and defines the standard required to: establish the requirements of plants; monitor irrigation and temperature control systems; maintain nursery hygiene; monitor plants; maintain nursery records; implement procedures for waste disposal and tool maintenance.

Application of the Unit

Application of the unit	This unit applies to the process of tending containerised nursery plants in production nurseries. It relates to working under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Maintenance of nursery plants usually follows established enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain the nursery environment	1.1. Occupational Health and Safety (OHS) hazards in the nursery environment are identified, risks assessed and reported to the supervisor. 1.2. Plant growth and health requirements are clarified with the supervisor. 1.3. Irrigation system components are serviced for basic operational use and basic user serviceable parts are repaired or replaced. 1.4. Performance of the irrigation system is checked to ensure optimum results. 1.5. Temperature controls are monitored to ensure specified levels are maintained. 1.6. Hygiene practices are followed to minimise risk of contamination.
2. Maintain nursery plants	2.1. Suitable Personal Protective Equipment (PPE) is selected, used and maintained. 2.2. Common problems in nursery plants are recognised, and rectified and/or reported to the supervisor. 2.3. Tools and equipment are selected and used for plant maintenance. 2.4. Treatments are applied to assist plant growth as directed by the supervisor. 2.5. Water is applied in the quantity and method specified.

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Nursery operations are undertaken according to OHS requirements. 2.7. Plant quality is maintained.
3. Complete nursery plant maintenance operation	3.1. Workplace information is recorded in the appropriate format. 3.2. Waste is collected and disposed of or recycled. 3.3. Tools and equipment are cleaned and stored.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• recognise common problems in nursery plants • monitor temperature controls • apply plant growth treatments as directed • apply specified watering • select and use tools and equipment • check irrigation system performance • service basic irrigation system components • repair or replace user serviceable irrigation components • maintain nursery hygiene • participate in teams and contribute to team objectives • read and interpret enterprise work procedures • communicate effectively with team members and supervisor • measure quantities and calculate application rates • minimise environmental disturbance • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• daily water requirements of nursery plants • botany and plant physiology • environmental requirements of a range of containerised plants growing in a nursery setting • applied understanding of the importance of hygiene and quality control when

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REQUIRED SKILLS AND KNOWLEDGE
tending nursery plants • common problems that may occur with containerised plants in a controlled environment and their treatment • Nursery Industry Water Management Best Practice Guidelines 2005 • principles and operations of a range of irrigation systems used in nurseries • methods of disposing of waste to minimise damage to the external 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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	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: • establish the requirements of plants • monitor irrigation and temperature control systems • maintain nursery hygiene • monitor plants • maintain nursery records • implement procedures for waste disposal and tool maintenance.
Context of and specific resources for assessment	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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Nursery environments may include:	• glasshouses • shade houses • hardening-off areas.
Plants may include:	• plants common in production nurseries and commonly used and produced in the region.
Plant physiological processes may include:	• principles of transpiration • water intake • nutrient uptake • photosynthesis • respiration • translocation.

Unit Sector(s)

Unit sector	Nursery

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCNSY306A Implement a propagation plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of plant propagation by both sexual and asexual methods and defines the standard required to: prepare tools and propagation materials for work; prepare workspaces for propagation activities; use a range of propagation methods to produce new crops; place or prepare for placing newly propagated material in appropriate growing environment; record propagation activities.

Application of the Unit

Application of the unit	This unit applies to the process of implementing a propagation plan and involves working within routine methods and procedures under limited supervision, with checking only related to overall progress. Some discretion and judgement is required in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for propagation activities	1.1. Workplace information is interpreted and tasks organised to achieve daily work routine within time constraints. 1.2. Tools, equipment and machinery are selected according to propagation method and enterprise work procedures. 1.3. Growing environment is prepared to suit species and propagation method. 1.4. Hygiene practices are implemented according to enterprise guidelines. 1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed, controls implemented and reported to the supervisor.
2. Select propagation material	2.1. Parent plant is identified and selected according to health, vigour and desired characteristics. 2.2. Propagation material is selected and collected according to the propagation method, and species. 2.3. Conditioning and storage requirements are selected to ensure maximum viability of propagating material.
3. Prepare propagating media	3.1. Media components are selected according to manufacturer directions, enterprise guidelines, propagation method and plant needs. 3.2. Propagation media is tested to ensure the product complies with media specifications.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Media and components are handled according to OHS requirements. 3.4. Storage requirements for the unused propagation media are selected.
4. Propagate plants	4.1. Propagation material is prepared according to the propagation method and species. 4.2. Propagation techniques are performed according to plant species and documented guidelines. 4.3. Plants are handled in a way that minimises damage. 4.4. Aftercare is applied to suit the media conditions, plant requirements and propagation techniques employed.
5. Complete propagation operations	5.1. Ensure work site is cleaned according to hygiene requirements. 5.2. Waste is collected and disposed of or recycled to minimise damage to the external environment in accordance with enterprise guidelines. 5.3. Records are completed accurately and at the required time according to documented guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• select appropriate propagation material • identify and assess hazards in the work area • recognise and rectify problems and anomalies with parent plants, propagation material, propagation media, equipment and materials • use propagation techniques for a range of plants • use a diversity of propagation techniques • prepare, mix and use chemicals as required • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening,

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REQUIRED SKILLS AND KNOWLEDGE
clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• quality specifications for parent plants and propagation materials • enterprise and industry hygiene standards required for propagation activities • common problems that may occur while performing propagation activities in a controlled environment, and preventative/corrective action that may apply • propagation techniques required for a range of plants • aftercare requirements for a range of propagated plants • testing methods applied to propagation media • preferred types of propagation media for different species.

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	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: • prepare tools and propagation materials for work • prepare workspaces for propagation activities • use a range of propagation methods to produce new crops • place or prepare for placing newly propagated material in appropriate growing environment • record propagation activities.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources

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EVIDENCE GUIDE	
	for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Methods of propagation may include:	• sexual and asexual methods of propagation including tissue culture.
Propagation material may include:	• seeds • cuttings • spores • rootstock • scion • rootlings • buds • separations/divisions • tissue cultures • rhizomes • plantlets.
Propagating media may include:	• sand • potting mix • agar • gravel • scoria • rock wool • gro-wool • sawdust • pine bark • perlite • vermiculite • water (hydroponics).

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Unit Sector(s)

Unit sector	Nursery

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPGD201A Plant trees and shrubs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of manual planting of trees and shrubs and defines the standard required to: carry out ground preparation; excavate planting holes; apply suitable tree planting techniques for the tree species; inspect root ball quality; apply a range of treatments; apply post planting applications; monitor and record plantings.

Application of the Unit

Application of the unit	This unit applies to the process of planting of trees, shrubs and other containerised and bare-rooted plants.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for planting operations	1.1. Occupational Health and Safety (OHS) hazards are identified and reported to the supervisor. 1.2. Personal Protective Equipment (PPE) is used and maintained according to procedures. 1.3. Tools and equipment for planting are used according to directions. 1.4. Site is marked out according to planting plan and according to directions. 1.5. Competing plants are controlled. 1.6. Soil is modified according to directions.
2. Prepare trees and shrubs for planting	2.1. Planting holes are excavated according to the needs of the plant. 2.2. Trees and shrubs are watered prior to planting. 2.3. Root ball is verified to be damp. 2.4. Trees and shrubs are removed from containers.
3. Inspect plants and report problems	3.1. Plant and root ball are inspected 3.2. Dry, water repellent and loose root balls are reported to the supervisor. 3.3. Presence of symptoms of pests or disease is reported to the supervisor. 3.4. Root treatments are applied according to directions.
4. Install trees, shrubs and/or other plants	4.1. Plants are placed in hole. 4.2. Planting hole is back-filled and soil consolidated. 4.3. Plants are watered in where required to eliminate air pockets.

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Apply mulch as directed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards • use tools and equipment for planting • mark out planting site • excavate planting holes • inspect root ball condition • observe problems of root balls • install plants • apply root treatments • follow work procedures • participate in teams and contribute to team objective • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• basic botany and physiology • chemical use, toxicity and mode of action of chemicals used • awareness of the impact of planting activities on the surrounding environment • planting techniques relating to specific species • factors affecting the timing and method of tree or shrub planting • initial establishment needs of juvenile plants • soil amelioration techniques • principles relating to the application of mulches and fertilisers • basic plant structure and the physical and nutritional requirements of plants • OHS legislative requirements and Code of Practice

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REQUIRED SKILLS AND KNOWLEDGE
• manual handling techniques • the effect of adverse outdoor climatic conditions.

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	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: • carry out ground preparation • excavate planting holes • apply suitable tree planting techniques for the tree species • inspect root ball quality • apply a range of treatments • apply post planting applications • monitor and record plantings.
Context of and specific resources for assessment	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

RANGE STATEMENT
The range statement relates to the unit of competency as a whole.

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RANGE STATEMENT	
Plants may include:	• trees, shrubs and other containerised and bare-rooted plants.
Planting may include:	• all plant installations and planting activities in parks and gardens • domestic and commercial landscapes • sporting facilities • planting of windbreaks and shelter belts • programmed environmental maintenance • rehabilitation of natural areas • reversal of environmental degradation.

Unit Sector(s)

Unit sector	Parks and gardens

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPGD203A Prune shrubs and small trees

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of pruning shrubs and small trees and defines the standard required to: confirm the pruning method; prepare tools and equipment; and prune shrubs and trees to AS 4373-2007 Pruning of amenity trees, as required.

Application of the Unit

Application of the unit	This unit applies to the process of pruning shrubs and small trees while working from the ground.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify pruning requirements	1.1. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor. 1.2. Personal protective equipment (PPE) is used according to procedures. 1.3. Pruning tools and equipment are appropriate to the location, access and size of material to be pruned. 1.4. Plants that require pruning are identified according to the pruning program and directions. 1.5. Pruning method to be used is confirmed by the supervisor.
2. Undertake pruning of shrubs and small trees	2.1. Pre-operational and safety checks are carried out on pruning tools and equipment according to manufacturer specifications and documented low risk work procedures. 2.2. Machinery, equipment and tools are operated according to documented low risk work procedures. 2.3. Pruning cuts are implemented according to directions and AS 4373 Pruning of amenity trees. 2.4. Correct manual handling techniques are used when lifting or moving heavy loads. 2.5. Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- recognise plants, shrubs and trees
- operate tools
- adjust fuel levels
- use appropriate tools, equipment and safety equipment
- identify and report site and tree hazards
- participate in teams and contribute to team objectives
- minimise environmental disturbance
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- principles of pruning
- effects of pruning on plant growth and habit
- plant health principles (e.g. CODIT) relevant to pruning
- AS 4373 Pruning of amenity trees
- plant names and growth habits
- basic botany and physiology
- correct and safe use and care of tools and equipment
- understanding of work procedures
- the effect of outdoor climatic conditions on pruning programs and tool selection
- awareness of potential public nature of pruning work
- use of hygienic 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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	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: • confirm the pruning method • prepare tools and equipment • prune shrubs and trees to AS 4373-2007 Pruning of amenity trees, as required.
Context of and specific resources for assessment	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

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Small trees may include:	• trees less than three metres in height.
Pruning may include:	• modifying the shape, form, vigour, correction or control of growth • prevention of disease or damage • promotion of health • modifying the canopy and fruit and flower production • providing ornamental effects or aesthetic appeal • providing clearance for services, access or cultural practices.

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Unit Sector(s)

Unit sector	Parks and gardens

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG201A Treat weeds

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of treating weeds and defines the standard required to: identify significant weed species for the enterprise; apply a range of weed treatment control options; recognise and control risks to environment (including spray drift and chemical spillage); clean and store equipment correctly; monitor treatment site; record weed treatment.

Application of the Unit

Application of the unit	This unit applies to supervised workers in agriculture, horticulture and land management who carry out the process of treating weeds and is carried out following specific work instructions.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to treat weeds	1.1. Weeds which impact on commercial crops, gardens and turf, and natural areas are recognised by common name. 1.2. Details of the weed occurrence are recorded and reported to the supervisor. 1.3. Treatment methods are selected in consultation with the supervisor. 1.4. Equipment is selected and prepared for use according to enterprise guidelines and manufacturers specifications. 1.5. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.
2. Treat weeds	2.1. Personal Protective Equipment (PPE) is used and maintained according to procedures. 2.2. Treatments are prepared according to supervisor's instructions and manufacturer's guidelines. 2.3. Treatments are applied in such a way that non-target damage is minimised. 2.4. Treatments are applied according to OHS and environmental regulatory requirements.
3. Carry out post treatment operation	3.1. Equipment is shut down and cleaned with full consideration of environmental impacts and OHS requirements. 3.2. Treatment waste is disposed of causing minimal environmental damage.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement safe work practices
- read and interpret chemical labels, Material Safety Data Sheets (MSDSs), manufacturer's specifications for setting up equipment
- use and maintain PPE
- prepare to treat weeds
- apply weed treatments
- carry out post treatment operations
- maintain spray records
- recognise caution or hazard signs and symbols
- interpret tasks or information from labels, manuals or written instructions
- record information accurately or verbally report information
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- recognition of common weeds for a particular enterprise/situation
- weed growth characteristics
- different types of control measures, treatments and their principles
- modes of action of different chemicals
- equipment capability and limitations
- legislation relation to the use of chemicals for weed control
- OHS responsibilities of employers and employees
- OHS legislative requirements and associated hazardous substances regulations and Codes of Practice
- correct wearing/fit of personal protective equipment
- environmental considerations when using chemicals for weed control.

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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	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: • identify significant weed species for the enterprise • apply a range of weed treatment control options • recognise and control risks to environment (including spray drift and chemical spillage) • clean and store equipment correctly • monitor treatment site • record weed treatment.
Context of and specific resources for assessment	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

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Weeds may include:	• all plants that are classified as weeds.
Treat weeds may include:	• control by cultural, biological and chemical methods.

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Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG202A Treat plant pests, diseases and disorders

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of treating plant pests, diseases and disorders and defines the standard required to: identify significant plant pests, diseases and disorders for the enterprise; apply a range of control or treatment options; recognise and control risks to environment (including spray drift and chemical spillage); clean and store equipment correctly; observe the treatment site and record plant treatments.

Application of the Unit

Application of the unit	This unit applies to supervised workers in plant or pasture-based industries and is carried out following strict work instructions and under supervision.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to treat plant pests, diseases and disorders	1.1. Plant pests, diseases and disorders are recognised by common name. 1.2. Details of the plant pest, disease and disorder occurrence are recorded and reported to the supervisor. 1.3. Treatment methods are selected in consultation with the supervisor. 1.4. Equipment is selected and prepared for use according to enterprise guidelines and manufacturer's specifications. 1.5. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.
2. Apply treatments to plant pests, diseases and disorders	2.1. Personal Protective Equipment (PPE) is used and maintained according to procedures. 2.2. Treatments are prepared according to supervisor's instructions and manufacturers guidelines. 2.3. Treatments are applied in such a way that non-target damage is minimised. 2.4. Treatments are applied according to OHS and regulatory requirements.
3. Carry out post treatment operation	3.1. Equipment is shut down and cleaned with full consideration of environmental impacts. 3.2. Treatment waste is disposed of causing minimal environmental damage. 3.3. Records are maintained according to enterprise guidelines.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- read and interpret chemical labels, Material Safety Data Sheets (MSDSs), manufacturer's specifications for setting up equipment
- recognise a range of plant pests, diseases and disorders
- monitor and record the severity of the plant pest or disease problem
- prepare to treat plant pests and diseases
- apply plant pest, disease and disorder treatments
- carry out post treatment operations
- use and maintain PPE appropriate to task
- maintain spray and other treatment records
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- recognition of common plant pests, diseases and disorders for a particular enterprise/situation
- different types of control measures and their principles
- modes of action of different chemicals
- legislation relation to the use of chemicals for plant pest, disease and disorder control
- OHS legislative and enterprise requirements and Codes of Practice
- correct use and maintenance of PPE.

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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	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: • identify significant plant pests, diseases and disorders for the enterprise • apply a range of control or treatment options • recognise and control risks to environment (including spray drift and chemical spillage) • clean and store equipment correctly • observe the treatment site • record plant treatments.
Context of and specific resources for assessment	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

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Plant pests, diseases and disorders may include:	• those which impact on commercial crops, pastures, amenity areas, gardens and turf, and natural areas.
Plant pests may include:	• chewing, sucking and boring invertebrates • nematodes • fungi • viruses • bacteria.

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RANGE STATEMENT	
Plant disorders may include:	• toxic soil, air and water.
Plant pests, diseases and disorders does not include:	• vertebrate pests • nutrient deficiencies • extreme environmental conditions.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG301A Control weeds

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the control of weeds and defines the standard required to: identify a range of weeds and beneficial organisms; plan and coordinate weed control activities; prepare and calibrate equipment; conduct a site hazard identification and risk control assessment for weed control; apply a range of weed control methods and maintain records; monitor, record and report the effectiveness of controls.

Application of the Unit

Application of the unit	This unit applies to workers in agriculture, horticulture or land management-based enterprises who are required to carry out the control of weed infestations using cultural, biological and chemical methods to provide effective, economical control of weeds while minimising damage to the environment.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess weed infestation	1.1. Identify the scope and size of the weed infestation that adversely impacts on the landscape. 1.2. Identify weeds and record details of the weeds and beneficial organisms. 1.3. Identify tolerable levels of infestation according to client, market, environmental and IPM requirements. 1.4. Determine if plant health or growth requirements are compromised by level of infestation. 1.5. Seek professional advice if required in the assessment of the weed infestation.
2. Plan control measures	2.1. Determine suitable control options according to Integrated Pest Management principles and industry practice. 2.2. Identify the hazards, assess and control risks to others and the environment. 2.3. Identify appropriate tools, equipment and machinery for the planned control measure. 2.4. Select appropriate Personal Protective Equipment (PPE) in accordance with Occupational Health and Safety (OHS) requirements. 2.5. Prepare a control plan for the control measure/strategy.
3. Implement control	3.1. Implement control measures in accordance with IPM

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ELEMENT	PERFORMANCE CRITERIA
measures	principles, industry practice and control plan. 3.2. Ensure that control measures minimise non-target damage. 3.3. Maintain records of the control measure/s applied.
4. Monitor control measures	4.1. Monitor control measures to identify signs of adverse impact on humans, animals, non-target plants or environment. 4.2. Assess effectiveness of control measures in accordance with IPM guidelines and/or available industry standards. 4.3. Record assessment of control measures and report to client or organisation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify a range of weeds and beneficial organisms • identify threshold level of weeds for treatment • conduct a site hazard identification and risk control assessment • prepare a control plan • use appropriate cultural, biological or chemical controls • minimise damage to non-target species • complete records of control treatments • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• economic, aesthetic and environmental threshold for a range of weeds • IPM principles and strategies • lifecycle and biology of weeds • hazard identification and risk assessment methodologies

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REQUIRED SKILLS AND KNOWLEDGE
• types of control measures (cultural, biological, chemical) commonly used in industry/sector • types of equipment including personal protective equipment appropriate to the control measure • risk factors including human, animal health and environmental associated with a range of control measures/options • OHS requirements pertaining to the use of cultural, biological, chemical agents.

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	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: • identify a range of weeds and beneficial organisms • plan and coordinate weed control activities • prepare and calibrate equipment • conduct a site hazard identification and risk control assessment for weed control • apply a range of weed control methods and maintain records • monitor, record and report the effectiveness of controls.
Context of and specific resources for assessment	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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Weeds may include:	• the range of significant and noxious weeds of agricultural and horticultural crops, pastures and native vegetation.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG302A Control plant pests, diseases and disorders

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of controlling plant pests, diseases and disorders taking into consideration Integrated Pest Management (IPM) options and defines the standard required to: identify a range of pests, diseases and disorders, and beneficial organisms; assess damage or threat to plants; select pest and disease controls and timing of operations; prepare and calibrate equipment; apply a range of pest and disease control methods and keep records; monitor the effectiveness of controls.

Application of the Unit

Application of the unit	This unit applies to workers in plant-based enterprises or activities and is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess pests and disease infestation	1.1. Scope and size of the infestation is assessed. 1.2. Plants pests, diseases and disorders and beneficial organisms are identified and reported or recorded in field notes. 1.3. Levels of pest infestations tolerated by the client, market or environment are identified from the IPM strategy.
2. Plan the implementation of control measures	2.1. Control measures suitable for the infestation are selected from IPM strategy. 2.2. Tools, equipment and machinery are selected for each work activity according to enterprise work procedures. 2.3. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented. 2.4. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures. 2.5. Control measures selected need to be in full consideration of OHS and environmental implications.
3. Implement control measures	3.1. Enterprise work team, contractors and IPM product suppliers are coordinated in a sequential, timely and effective manner in consultation with the supervisor. 3.2. Control measures are implemented according to the

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ELEMENT	PERFORMANCE CRITERIA
	IPM standards or industry Code of Practice. 3.3. A clean and safe work area is maintained throughout and on completion of each activity. 3.4. Records are maintained as required by legislation and enterprise guidelines.
4. Monitor control methods	4.1. Control methods are monitored to identify side effects to other plants, animals or external environment. 4.2. Effectiveness of control methods are assessed in reference to specified industry, OHS and enterprise standards. 4.3. Adjustments to IPM control methods are implemented where necessary to meet enterprise specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• recognise a range of pests, diseases and beneficial organisms within a particular enterprise • communicate with work team members, supervisors, contractors and consultants • understand IPM symbols and information • interpret and apply an IPM- based program • utilise proforma reporting, analysis and work procedure documents • interpret and apply plant pest and disease spatial and logistical specifications • interpret and apply test results, and calculate the quantities and application rates of control materials • coordinate work groups, contractors and own activities to sequentially and effectively complete activities in a timely and cost effective manner • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• pests and disease recognition • economic, aesthetic or environmental thresholds for a range of plant pests, diseases

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REQUIRED SKILLS AND KNOWLEDGE
and disorders • chemical, biological and cultural control methods and treatments available to the enterprise within the parameters of an IPM program • range and use of tools, equipment and machinery available to the enterprise for implementing the control measures • range of site monitoring and analysis techniques that may be used to implement and IPM program • choice of plant pest and disease methods with site limitations, environmental implications, end market and production or environmental objectives for the site • IPM standards or industry Code of Practice • occupational health and safety responsibilities for employees and employers • correct use and maintenance of personal protective equipment. • OHS and environmental legislative requirements including hazardous substances regulations.

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	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: • identify a range of pests, diseases and disorders, and beneficial organisms • assess damage or threat to plants • select pest and disease controls and timing of operations • prepare and calibrate equipment • apply a range of pest and disease control methods and keep records • monitor the effectiveness of controls.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	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

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Pests, diseases and disorders may include:	• the range of pests, diseases and disorders of plants managed or controlled by using a range of integrated measures of management and control.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCTRF302A Establish turf

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of establishing turf in sporting, public recreational open space, commercial and residential sites and defines the standard required to: determine turf establishment methods and requirements from plans, client's quotations or instructions; organise work and use tools, equipment and machinery for a turf establishment project; implement successful turf establishment works; operate and store turf establishment machinery and equipment; report in writing on completion.

Application of the Unit

Application of the unit	This unit applies to the installation, establishment and maintenance of turf areas in new projects and in replacement and renovation of existing turf areas over the time period required for complete establishment in the horticulture, turf and landscaping industries. Turf establishment is likely to be under limited supervision from others, with checking only related to overall progress. This standard involves the application of horticultural knowledge with depth in some areas and a broad range of horticultural skills.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Sample soil for testing	1.1. Soil samples are taken from a representative area and packaged, labelled and sent for laboratory testing. 1.2. Testing results are used to guide soil preparations for turf establishment.
2. Plant turf	2.1. Tools and equipment are chosen appropriate to the task being undertaken, used according to documented guidelines, and safe working practices are employed according to enterprise Occupational Health and Safety (OHS) guidelines. 2.2. Planting site is prepared according to enterprise guidelines. 2.3. Placement and planting method of the plant material are consistent with the turf type. 2.4. Newly planted turf is watered and top-dressing is applied according to plan and supervisors instructions.
3. Maintain newly established turf	3.1. Newly established turf is watered and where advised the new turf is fertilised according to need and

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ELEMENT	PERFORMANCE CRITERIA
	method of planting. 3.2. Turf is mowed according to a specified pattern and height according to the requirements of the enterprise. 3.3. Newly established turf is monitored, problems identified, and any changes are reported to supervisor according to enterprise policy. 3.4. Top dressing is applied according to the establishment plan. 3.5. Tools and equipment chosen are appropriate to the task being undertaken, used according to documented guidelines, and safe working practices are employed.
4. Report and repair areas of damaged turf	4.1. Plants are observed for health properties, specifications and historical data. 4.2. Turf condition is observed for quality according to enterprise practice and guidelines. 4.3. Reports and recommendations are written and presented to the client or appropriate supervisor. 4.4. Tools and equipment chosen are appropriate to the task being undertaken, used according to documented guidelines, and safe working practices are employed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collect soil samples for analysis • package, label and send soil samples for laboratory analysis • implement turf establishment practices • use turf establishment machinery and equipment • use fertilisers and irrigation equipment • repair areas of damaged turf • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as

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REQUIRED SKILLS AND KNOWLEDGE
specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• appropriate agricultural chemicals and concentrations • turf identification and growth characteristics • soils and turf nutrition • fertiliser use and application • watering practices • common weeds, pests and diseases • documented guidelines of enterprise.

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	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: • determine turf establishment methods and requirements from plans, clients, quotations or instructions. • organise work and use tools, equipment and machinery for a turf establishment project • implement successful turf establishment works • operate and store turf establishment machinery and equipment • report in writing on completion.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	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

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Turf areas may include:	• all turf areas such as: • those found in public open space • parks and reserves • public and private gardens • playing fields.

Unit Sector(s)

Unit sector	Turf

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCTRF303A Implement a grassed area maintenance program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency covers the process of implementing a grassed area maintenance program and defines the standard required to: determine the maintenance requirements for a turfed area; conduct a risk assessment for work in a turfed area; safely adjust and use turf maintenance machinery and equipment; write a report on the maintenance program activities.

Application of the Unit

Application of the unit	This unit applies to the maintenance and repair of turfed surfaces. This unit involves working under limited supervision, with checking only related to overall progress. It requires the application of horticultural knowledge and a broad range of grassed area maintenance skills. The work is usually done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for grassed area maintenance work	1.1. Requirements of the maintenance program are clarified with supervisor and enterprise guidelines. 1.2. Equipment and material resource requirements are identified according to the scope of the co-ordination work and supervisor's instructions. 1.3. The priorities for maintenance activities and time allocation is identified, documented and presented to the supervisor for verification. 1.4. The environmental implications of the proposed maintenance work are identified, and the likely outcomes assessed and reported to the supervisor. 1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed and reported to the supervisor. 1.6. Personal Protective Equipment (PPE) is selected, used, maintained and stored according to the type of work site activities to be undertaken.
2. Maintain and repair grassed areas	2.1. Grassed areas are maintained and repaired as authorised by the supervisor and according to enterprise guidelines and work place priorities.

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Materials to assist in maintenance works are purchased, stored and/or used as required. 2.3. Delivery of materials to site is organised according to workplace priorities. 2.4. Machinery and equipment is organised to be on site in good order when they are required. 2.5. Grassed areas requiring specialist attention and work are identified and organised.
3. Coordinate and report on grassed area maintenance activities	3.1. Resources are coordinated and timed to suit the maintenance activities and priority of work. 3.2. Machinery operators are informed of appropriate use and their responsibilities in respect to operational maintenance requirements of machinery and equipment. 3.3. Personnel, activities, timelines and materials usage are monitored and documented according to enterprise guidelines. 3.4. Contingency situations are recognised and reported to the supervisor, and corrective actions taken according to enterprise guidelines. 3.5. A simple report is written to inform management of maintenance activities undertaken and completed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify the turf
- apply appropriate maintenance activities for specific turf type
- read and interpret documentation associated with work site activities
- calculate material and resource requirements
- coordinate a team to achieve optimum performance
- communicate with personnel at all levels
- document results clearly and concisely
- conduct a risk assessment
- use interpersonal skills to work with and relate to people from a range of cultural,

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REQUIRED SKILLS AND KNOWLEDGE
social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• types of turf and specific maintenance requirements • growth rates and cultural requirements of specific turf types • methods and practices for maintaining grassed areas • turf grass physiology • work schedule programming • the range, use and availability of materials, equipment and machinery that may be required for the project. • environmental awareness associated with undertaking maintenance and repair work on grassed areas • OHS issues, legislative requirements and codes of 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, 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	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: • determine the maintenance requirements for a turfed area • conduct a risk assessment for work in a turfed area • safely adjust and use turf maintenance machinery and equipment • write a report on the maintenance program activities.
Context of and specific resources for assessment	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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Maintenance activities may include:	• mowing • slashing • minor weed control • watering • line marking • repairs to damaged/vandalised grassed areas • sourcing contractors for specialist turf renovation work.

Unit Sector(s)

Unit sector	Turf

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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BSBADM101 Use business equipment and resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to choose equipment and resources to complete a variety of tasks under direct supervision.

It applies to individuals looking to develop the basic skills and knowledge required to use a variety of business equipment.

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

Unit Sector

Administration – General Administration

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 Select equipment or resources	1.1 Identify and access business equipment or resources required to complete the task under direct instructions 1.2 Estimate quantities and resources correctly to complete the task 1.3 Check equipment for serviceability in accordance with equipment instructions
2 Operate equipment	2.1 Operate equipment in accordance with manufacturer's specifications and under direct instructions 2.2 Identify equipment faults accurately and take action to ensure

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ELEMENT	PERFORMANCE CRITERIA
	equipment is repaired in accordance with manufacturer's specifications 2.3 Report repairs outside area of own responsibility to appropriate persons
3 Maintain equipment or resources	3.1 Maintain equipment or resources to support completion of tasks under direct instructions 3.2 Undertake maintenance to ensure equipment meets manufacturer's specifications 3.3 Maintain records concerning equipment or resources under direct instructions 3.4 Store equipment and resources under direct instructions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.1, 3.3	• Comprehends and follows instructions in familiar texts
Writing	3.3	• Records and updates documents according to instructions
Oral Communication	1.1, 2.3, 3.1, 3.4	• Comprehends simple instructions • Asks clarifying questions and responds to answers
Numeracy	1.2	• Uses rounding and other mathematical techniques to estimate quantity requirements
Navigate the world of work	2.3	• Follows organisational procedures when tasks are beyond own level of responsibility
Get the work done	1.1, 1.2, 1.3, 2.2, 3.1-3.4	• Follows clearly defined instructions provided by others • Completes routine tasks taking some limited responsibility for decisions regarding equipment and resource choices, operation and maintenance • Responds to routine problems by referring to instructions or standard procedures

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Range of Conditions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBADM101 Use business equipment and resources	BSBADM101A Use business equipment and resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM101 Use business equipment and resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- choose equipment and resources required for tasks
- operate equipment according to manufacturer or organisational requirements
- report faults according to organisational requirements
- maintain equipment and records according to instructions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the functions of available business equipment
- list the key points in operating the available business equipment safely and correctly
- identify common equipment faults
- describe how to maintain and store equipment and resources.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- operational and maintenance manuals
- organisational procedures related to operation and maintenance of equipment
- records relating to resources
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM307 Organise schedules

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage appointments and diaries for personnel within an organisation, using manual and electronic diaries, schedules and other appointment systems.

It applies to individuals employed in a range of work environments who provide administrative support to teams and individuals.

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

Unit Sector

Administration – General Administration

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 Establish schedule requirements	1.1 Identify organisational requirements and protocols for diaries and staff planning tools 1.2 Identify organisational procedures for different types of appointments 1.3 Determine personal requirements for diary and schedule items for individual personnel 1.4 Establish appointment priorities and clarify in discussion with

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ELEMENT	PERFORMANCE CRITERIA
	individual personnel
2 Manage schedules	2.1 Identify recurring appointments and deadlines, and schedule these in accordance with individual and organisational requirements 2.2 Establish availability of attendees, and schedule new appointments in accordance with required timelines and diary commitments 2.3 Negotiate alternative arrangements and confirm when established appointments are changed 2.4 Record appointments and manage schedules in accordance with organisational policy and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4	• Interprets textual information from a range of sources and identifies relevant information
Writing	2.1-2.4	• Uses clear and succinct language to complete and update workplace documentation
Oral Communication	1.1, 1.3, 1.4, 2.3	• Participates effectively in spoken interactions using listening and questioning techniques to confirm and clarify understanding
Numeracy	2.1, 2.2	• Makes time estimations and checks logistics when scheduling appointments
Navigate the world of work	1.1, 1.2, 2.1, 2.4	• Recognises and responds to explicit and implicit organisational procedures and protocols
Interact with others	1.3, 1.4, 2.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates and negotiates with others to achieve agreeable outcomes
Get the work done	1.1, 1.3, 1.4, 2.1, 2.2, 2.4	• Plans a range of routine tasks accepting goals and aiming to achieve them according to predetermined

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		deadlines • Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role • Takes responsibility for routine low-impact decisions within familiar situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM307 Organise schedules	BSBADM307B Organise schedules	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM307 Organise schedules

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- appropriately manage the schedules of various individuals through a process of careful planning and negotiation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, standards and codes that affect aspects of business operations or the achievement of team goals
- describe organisational requirements for managing appointments for personnel within the organisation
- summarise the range of appointment systems that could be used
- outline important considerations when managing the schedules of others.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- office equipment and resources
- a range of diaries, planners and calendars to record and schedule appointments.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM311 Maintain business resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their basic maintenance to provide technical advice and support to a team.

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

Unit Sector

Administration – General Administration

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 Advise on resource requirements	1.1 Calculate estimates of future and present business resource needs in accordance with organisational requirements 1.2 Ensure advice is clear, concise and relevant to achieve organisational requirements 1.3 Provide information on the most economical and effective choice of equipment, materials and suppliers

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify resource shortages and possible impact on operations
2 Monitor resource usage and maintenance	2.1 Ensure resource handling is in accordance with established organisational requirements including occupational health and safety requirements 2.2 Use business technology to monitor and identify the effective use of resources 2.3 Use consultation with individuals and teams to facilitate effective decision-making on the appropriate allocation of resources 2.4 Identify and adhere to relevant policies regarding resource use in the performance of operational tasks 2.5 Routinely monitor and compare resource usage with estimated requirements in budget plans
3 Acquire resources	3.1 Ensure acquisition and storage of resources is in accordance with organisational requirements, is cost effective, and consistent with organisational timelines 3.2 Acquire resources within available timelines to meet identified requirements 3.3 Review resource acquisition processes to identify improvements in future resource acquisitions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 2.4, 2.5, 3.3	• Identifies and interprets information from a range of sources, including organisational policies and procedures
Writing	1.1, 1.3, 2.2, 2.5, 3.3	• Uses clear and succinct language and appropriate layout to provide information, advice and support materials
Oral Communication	1.2, 1.3, 2.3	• Presents information or advice choosing language appropriate to the context and needs of the audience • Uses active listening and questioning to confirm

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		understanding
Numeracy	1.1, 1.3, 1.4, 2.2, 2.4, 2.5, 3.1-3.3	• Selects and uses appropriate tools to aid with estimation and other resource assessment requirements • Uses a combination of mainly informal and some formal written mathematical equations to represent the outcomes of the resource allocation process
Navigate the world of work	1.1, 1.2, 2.1, 2.4, 3.1, 3.2	• Takes some personal responsibility for adherence to organisational procedures and protocols
Interact with others	2.3	• Uses collaborative techniques to engage personnel in consultations and negotiations
Get the work done	1.1, 1.3, 1.4, 2.2, 2.5, 3.3	• Plans a range of routine tasks and required resources, accepting goals and aiming to achieve them within allocated timeframes • Recognises and takes responsibility for addressing predictable problems in familiar work contexts • Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role • Understands the purpose and some specific functions of some common digital tools used in work contexts • Evaluates effectiveness of decisions in terms of how well they met stated goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM311 Maintain business resources	BSBADM311A Maintain business resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM311 Maintain business resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collect and record data on resource use
- observe resource use over defined and operational timeframes
- perform routine resource maintenance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list the key provisions of relevant legislation
- identify the organisational resource acquisition policies, plans and procedures
- identify the organisational procedures for record keeping/filing systems, security and safe recording practices.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM409 Coordinate business resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

It 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.

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

Unit Sector

Administration – General Administration

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 resource requirements	1.1 Determine resource requirements in accordance with business and operational plans and organisational requirements 1.2 Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements 1.3 Ensure resource expenditure is realistic and makes efficient use of available budget resources 1.4 Present recommendations on resource requirements in the

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ELEMENT	PERFORMANCE CRITERIA
	required format, style and structure using relevant business equipment and technology
2 Acquire and allocate resources	2.1 Acquire physical resources and services in accordance with organisational requirements 2.2 Check resources to ensure quality and quantity are in line with service agreements 2.3 Allocate resources promptly to enable achievement of workgroup objectives 2.4 Ensure consultation with individuals and teams on allocation of resources is participative and is conducted using appropriate interpersonal skills
3 Monitor and report on resource allocation and usage	3.1 Measure effectiveness of resource planning and assess against actual costs, identified shortfalls and surpluses 3.2 Develop and implement methods of monitoring resource use to enable timely and accurate reporting against business and operational plans 3.3 Identify improvements in resource planning through consultation and feedback, and implement in accordance with organisational requirements 3.4 Maintain records concerning equipment and resource purchases in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.2, 3.1, 3.3, 3.4	• Identifies and interprets information from organisational plans, policies and procedures
Writing	1.4, 2.1, 3.1-3.4	• Develops a range of documents using structure and vocabulary appropriate to audience, context and purpose
Oral Communication	1.2, 2.4, 3.3	• Participates effectively in spoken interactions using active listening and questioning to confirm and clarify understanding

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Numeracy	1.3, 2.2, 3.1, 3.2	• Interprets and comprehends a range of mathematical information that is embedded in familiar texts • Calculates and compares numeric data to track expenditure
Navigate the world of work	1.1, 2.1, 3.3, 3.4	• Recognises and responds to explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Interact with others	1.2, 1.4, 2.4, 3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Cooperates with others as part of familiar routine activities playing an active role in facilitating group interaction
Get the work done	1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Recognises and takes responsibility for addressing predictable problems in familiar work contexts • Utilises a range of features within digital applications to access, store and share information • Reflects on the ways in which variables impact on decision outcomes to identify improvement opportunities

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM409 Coordinate business resources	BSBADM409A Coordinate business resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM409 Coordinate business resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- monitor resource usage
- maintain records of resource requirements and usage
- calculate costs and expenditures in relation to use and maintenance of business resources
- acquire and allocate physical resources and services to team members
- consult and communicate with individuals and teams about acquiring and using resources
- monitor, review and report on resource use acquisition, allocation, use and procedures
- follow organisational policies and procedures in relation to business resource acquisition and monitoring.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the functions of business equipment used in an organisation and identify common faults
- identify organisational policies, plans and procedures in relation to business resource acquisition and monitoring.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- records relating to business resources
- policies and procedures relating to resources

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- case studies, and where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM502 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the 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.

It 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.

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

Unit Sector

Administration – General Administration

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 Prepare for meetings	1.1 Develop agenda in line with stated meeting purpose 1.2 Ensure style and structure of meeting are appropriate to its purpose 1.3 Identify meeting participants and notify them in accordance with organisational procedures

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Confirm meeting arrangements in accordance with requirements of meeting 1.5 Despatch meeting papers to participants within designated timelines
2 Conduct meetings	2.1 Chair meetings in accordance with organisational requirements, agreed conventions for type of meeting and legal and ethical requirements 2.2 Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes 2.3 Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues 2.4 Brief minute-taker on method for recording meeting notes in accordance with organisational requirements and conventions for type of meeting
3 Follow up meetings	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 3.2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organisational requirements 3.3 Report outcomes of meetings as required, within designated timelines

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 3.1, 3.2	• Identifies and interprets information from complex texts including legislation, organisational policies and procedures • Compares final output with original notes to check for accuracy
Writing	1.1-1.5, 3.2, 3.3	• Addresses the context, purpose and audience when generating a range of texts • Prepares complex texts from notes using appropriate

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		structure, and accurate spelling, grammar and punctuation • Records notes of meeting proceedings according to organisational requirements • Edits and corrects own work to ensure accuracy
Oral Communication	2.1-2.4	• Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose • Listens for specific information during meetings • Asks questions and listens to responses to clarify understanding
Numeracy	1.4, 1.5, 3.2, 3.3	• Recognises and interprets numerical information related to timeframes and budgets
Navigate the world of work	1.3, 2.1, 2.4, 3.1, 3.2	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Interact with others	1.3, 1.5, 2.3, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Cooperates with others as part of familiar activities, playing an active role in facilitating group interaction
Get the work done	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Recognises and takes responsibility for addressing predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM502 Manage meetings	BSBADM502B Manage meetings	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM502 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply conventions and procedures for formal and informal meetings including:
  - developing and distributing agendas and papers
  - identifying and inviting meeting participants
  - organising and confirming meeting arrangements
  - running the meeting and following up
- organise, take part in and chair a meeting
- record and store meeting documentation
- follow organisational policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline meeting terminology, structures, arrangements
- outline responsibilities of the chairperson and explain group dynamics in relation to managing meetings
- describe options for meetings including face-to-face, teleconferencing, web-conferencing and using webcams
- identify the relevant organisational procedures and policies regarding meetings, chairing and minutes including identifying organisational formats for minutes and agendas.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

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- reference material in regard to meeting venues and technology, catering and transport suppliers
- organisational policies and procedures for managing meetings
- office supplies and equipment
- computers and relevant software
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADM504 Plan and implement administrative systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan for or review the requirements of effective administrative systems and procedures for implementing, monitoring and reviewing the system.

It applies to individuals employed in a range of work environments in senior administrative roles.

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

Unit Sector

Administration – General Administration

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 Plan for the new or modified administrative system	1.1 Identify requirements of, or modifications to, the administrative system through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements 1.2 Obtain quotations from suppliers/developers for the identified requirements or modifications to be made to the system in accordance with organisational policy and procedures 1.3 Select supplier or developer in accordance with organisational

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ELEMENT	PERFORMANCE CRITERIA
	policy and procedures
2 Implement new or modified administrative system	2.1 Identify and develop implementation strategies in consultation with staff 2.2 Encourage staff to participate in all stages of the implementation process 2.3 Implement system in accordance with organisational and legislative requirements 2.4 Define and communicate procedures for using the system to staff 2.5 Provide training and support for staff on the use of the new or modified system 2.6 Deal with contingencies to ensure minimal impact on users
3 Monitor administrative system	3.1 Monitor system for usage, security and output in accordance with organisational requirements 3.2 Modify system to meet changing needs in accordance with organisational requirements 3.3 Clearly identify further modifications and notify users 3.4 Monitor staff training needs and train new staff on administrative system

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.5, 3.4	• Actively reinforces own knowledge and skills by training or mentoring others
Reading	1.2, 1.3, 3.1	• Extracts, analyses and evaluates information from complex texts, including organisational policies and procedures
Writing	1.1, 2.1, 2.4, 3.2, 3.3	• Gathers and utilises information and ideas from a range of sources to create texts to meet organisational requirements • Creates instructional texts using grammatical structures and vocabulary appropriate to audience and

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		context
Oral Communication	1.1, 2.1, 2.2, 2.4, 2.5, 3.4	• Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose • Uses listening and questioning techniques to elicit key information and confirm understanding • Presents complex information adjusting presentation style and vocabulary to suit the audience
Numeracy	1.1, 1.2	• Recognises and interprets numerical information related to budgets
Navigate the world of work	1.1-1.3, 2.3, 2.4, 3.1	• Develops systems to meet organisational and legislative requirements
Interact with others	1.1, 1.2, 2.1, 2.2, 2.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, providing guidance to others , where necessary
Get the work done	1.1-1.3, 2.1, 2.3, 2.4, 2.6, 3.2, 3.3	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Monitors progress of plans and changes them to meet new demands or priorities • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Anticipates potential problems and implements contingency plans as soon as warning signs are recognised • Uses and investigates new digital technologies and applications to manage and manipulate data • Demonstrates awareness of the importance of data security in a digital environment

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM504 Plan and implement administrative	BSBADM504B Plan or review administrative	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
systems	systems	Minor title change Minor correction to wording in elements and performance criteria - ‘administration‘ changed to ‘administrative’	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM504 Plan and implement administrative systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with relevant personnel and stakeholders to identify administrative system improvements
- document necessary requirements or modifications
- provide training and support for staff to use the new or modified system
- monitor the new system and identify future improvements and staff training needs.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

summarise relevant legislative and organisational policies and procedures for reviewing administrative systems

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- organisational policy and procedure manuals
- reference materials
- appropriate equipment.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADV507 Develop a media plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop a media plan within a given budget, by defining requirements, selecting media vehicles and determining a schedule.

It applies to individuals working in a supervisory or management advertising role within an advertising team or media organisation. It may also apply to someone working within a direct marketing role, who is responsible for planning media requirements for direct marketing campaigns or offers.

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

Unit Sector

Business Development – Advertising

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 Define media requirements	1.1 Identify target audience characteristics from advertising brief and prepare a detailed consumer profile which uses the same terms as those used to describe media audiences 1.2 Analyse product market factors to determine reach and frequency requirements of advertising media selected 1.3 Analyse creative requirements of advertising message and determine media implications

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify media merchandising requirements from the advertising brief 1.5 Confirm media budget and identify legal and voluntary constraints
2 Select media vehicles	2.1 Weigh up relative merits of identified media vehicle alternatives, taking past media performance into account 2.2 Evaluate and test new or alternative media vehicles with other advertisers and against proven vehicles 2.3 Select media vehicles that target the required audience, meet media requirements and fulfil merchandising requirements within budget 2.4 Select media vehicles that meet creative, reach and frequency requirements of the advertising message to be achieved within budget 2.5 Ensure selected media vehicles meet legal and ethical requirements
3 Determine media schedule	3.1 Ensure duration and timing of media schedule meet requirements of the advertising brief 3.2 Determine distribution of messages over duration of schedule to meet requirements of the advertising brief 3.3 Create a media schedule to satisfy advertiser 3.4 Develop alternative media schedules for advertiser within budget 3.5 Determine testing schedule for the media plan and continually modify media plan in accordance with results obtained
4 Produce media plan	4.1 Create media plan which defines media requirements of the advertising brief and provides evidence supporting each requirement 4.2 Specify recommended media and vehicle/s, and rationale for their selection in the media plan 4.3 Ensure media plan contains a budget allocation per medium per advertising period 4.4 Identify anticipated impact of advertising and measures to assess its effectiveness in the media plan

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.5, 3.1, 3.2	• Identifies, analyses and evaluates complex texts to determine requirements of advertising brief, and legislative, regulatory and business requirements
Writing	1.1, 3.1, 3.3-3.5, 4.1, 4.2	• Writes in a range of styles to suit job requirements and different audiences
Oral Communication	3.3	• Uses appropriate techniques, including active listening and questioning, to convey and clarify information
Numeracy	1.1, 1.5, 2.3, 4.3, 4.4	• Analyses and processes complex data to determine schedules and budget
Navigate the world of work	1.5, 2.5	• Takes full responsibility for following implicit and explicit voluntary constraints related to budget, legal and ethical requirements in selection of media vehicles
Get the work done	1.1-1.4, 2.1-2.4, 3.1-3.5, 4.1, 4.4	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Analyses relevant information to inform decisions about media requirements to conform to the brief • Utilises continuous improvement and testing strategies to ensure effectiveness of final media plan • Uses familiar digital technologies and systems to enter data, organise and present information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBADV507 Develop a media plan	BSBADV507B Develop a media plan	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBADV507 Develop a media plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce a media plan for an advertisement which:
  - defines media requirements of an advertising brief
  - specifies rationales for media vehicles chosen
  - ensures media schedule meets requirements of the brief
  - contains budgetary allocation for each advertising medium
- develop measures to assess effectiveness of media vehicles selected.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline and explain data analysis and matching techniques
- list organisational products and services offered
- identify organisational budget and resource constraints
- identify principles and characteristics of advertising media, types of media and advertising strategies
- identify and explain key provisions of relevant legislation, codes of practice and national standards affecting business operations
- identify and explain ethical principles relating to advertising industry
- define terms for describing media audiences.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – advertising field of work and include access to:

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- relevant legislation and codes of practice
- organisational policies and procedures
- industry software
- office equipment
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADV509 Create mass print media advertisements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create mass print media advertisements that communicate key features of a product, service or idea to consumers.

It applies to individuals working in a supervisory or management advertising role within an advertising team or media organisation who are primarily responsible for development of mass print advertisements. Individuals undertaking this unit may develop mass print media advertisements themselves or coordinate a team to produce the advertisement.

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

Unit Sector

Business Development – Advertising

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 Interpret creative brief	1.1 Confirm central idea or creative concept, technique/s for expressing the idea/concept and mass print media to be used 1.2 Identify and check advertising content and supporting information for accuracy and completeness 1.3 Confirm time, schedule and budget requirements for creating the advertisement/s

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify legal and ethical constraints
2 Create mass print media advertisement	2.1 Determine and produce elements of a print advertisement to communicate required image, features and benefits of product or service 2.2 Size and position each element of print advertisement to achieve balance and focus for the advertisement 2.3 Ensure typeface selections suit the product and central idea of the advertisement, and layout balances white space and margins 2.4 Ensure layout of advertisement unifies elements, attracts the reader to the focal point and guides reading sequence 2.5 Ensure advertisement meets requirements of advertising brief and legal and ethical requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.5	• Interprets a range of textual information to ensure creative brief and legal and ethical requirements are met
Writing	1.1, 1.3, 2.1	• Records explicit information and develops effective messages for a variety of audiences and purposes
Oral Communication	1.1, 1.3	• Uses listening and questioning to elicit key information and clearly communicates requirements
Numeracy	1.3	• Interprets budgetary and scheduling information
Navigate the world of work	1.4, 2.5	• Takes full responsibility for adherence to legislative and ethical requirements
Interact with others	1.1, 1.3	• Uses collaborative techniques to engage clients in consultation and negotiation
Get the work done	1.1, 1.3, 2.1-2.5	• Works independently and collectively to make range of aesthetic and technical decisions meeting creative, legislative and ethical requirements • Understands purposes, specific functions and key

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		features of common digital systems and tools, and operates them effectively to produce print media

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADV509 Create mass print media advertisements	BSBADV509A Create mass print media advertisements	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADV509 Create mass print media advertisements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- create THREE print advertisements incorporating design principles and clearly communicating concept, for:
  - a newspaper
  - a magazine
  - an outdoor forum
- confirm accuracy of creative brief
- incorporate time, schedule and budget requirements
- ensure legal and ethical constraints are followed.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key features of industry, services, products and organisation
- explain principles and purposes of advertising
- outline principles of consumer behaviour and describe influences on buyer behaviour
- identify principles and elements of design used in print advertisements
- outline range of available advertising approaches for different markets
- identify and explain key provisions of relevant legislation, codes of practice and national standards affecting business operations
- identify ethical principles relevant to advertising industry
- identify requirements for advertising timelines, budget, central idea and resources as specified in the advertising brief.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – advertising field of work and include access to:

- industry design software
- relevant legislation and codes of practice
- organisational policies and procedures
- office equipment
- business technology
- advertising copy and creative briefs.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBADV510 Create mass electronic media advertisements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create advertisements that communicate key features of a product, service or idea to a consumer, using mass electronic media.

It applies to individuals working in a supervisory or management role in an advertising team or media organisation, who are primarily responsible for development of mass electronic advertisements. Individuals undertaking this unit may develop mass electronic media advertisements themselves or coordinate a team to produce the advertisement.

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

Unit Sector

Business Development – Advertising

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 Interpret creative brief	1.1 Confirm central idea or creative concept, technique/s for expressing the idea/concept and mass electronic media to be used 1.2 Identify and check advertising content and supporting information for accuracy and completeness 1.3 Confirm time, schedule and budget requirements for creating the advertisement/s

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify legal and ethical constraints
2 Create radio advertisement	2.1 Determine length, pace and format for radio advertisement in accordance with the creative brief and allocated budget 2.2 Determine content of opening, middle and close of radio advertisement to create impact, introduce central idea, provide support for key product benefits, and provide information to facilitate consumer action 2.3 Prepare scripts to meet requirements of producer and performer/s and the allotted time 2.4 Ensure radio advertisement meets requirements of the advertising brief and that it meets legal and ethical requirements
3 Create television or cinema advertisement	3.1 Determine length, pace and format for advertisement in accordance with the creative brief and allocated budget 3.2 Prepare scripts and storyboards to record visual plan and identify creative elements that meet requirements of the creative brief 3.3 Ensure advertisement attracts attention and sustains interest through coordination of action and motion visual effects, with audio to support visual image/s 3.4 Ensure advertisement meets requirements of the advertising brief and legal and ethical requirements
4 Create internet, web or podcast advertisement	4.1 Determine and produce copy and design elements to communicate required image, features and benefits of product or service 4.2 Size and position each element of advertisement to achieve balance and focus for the advertisement 4.3 Ensure typeface selections suit the product and central idea of the advertisement, and layout balances white space and margins 4.4 Design site map, navigation buttons, frames and multiple pages for ease of use 4.5 Ensure sound, animation and graphics do not distract from the content of the advertisement 4.6 Ensure advertisement meets requirements of the advertising brief and legal and ethical requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.1, 2.4, 3.4, 4.6	• Interprets range of textual information to ensure requirements are met • Evaluates information and products from a variety of sources to ensure appropriateness for client needs
Writing	1.1, 1.3, 2.2, 2.3	• Creates documents to ensure clarity of meaning, accuracy and consistency of information using specific and detailed language to convey explicit information, requirements and recommendations
Oral Communication	1.1, 1.3	• Uses listening and questioning to elicit key information and clear and direct language to confirm requirements
Numeracy	1.3, 2.1, 2.3, 3.1	• Extracts and evaluates meaning from data and interprets numerical information to apply within context of requirements
Navigate the world of work	1.4, 2.4, 3.4, 4.6	• Takes full responsibility for providing quality electronic media advertisements that comply with legislative and ethical requirements
Interact with others	1.1, 1.3	• Uses collaborative techniques to engage colleagues and external stakeholders in consultation and negotiation
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1-3.4, 4.1-4.5	• Develops new and innovative ideas through exploration, analysis and critical thinking • Monitors progress of plans and schedules, and reviews and changes them to meet new demands and priorities • Meets budgetary, creative, legislative and ethical requirements • Uses main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBADV510 Create	BSBADV510A	Updated to meet	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
mass electronic media advertisements	Create mass electronic media advertisements	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADV510 Create mass electronic media advertisements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce at least THREE mass electronic advertisements in accordance with an advertising and creative brief, including for:
  - radio
  - television or cinema
  - web or podcast
- confirm accuracy of creative brief
- incorporate time, schedule and budget requirements
- ensure adherence to appropriate legal and ethical constraints.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key features of industry, services, products and organisation
- explain principles and purposes of advertising
- outline and explain principles of consumer behaviour and influences on buyer behaviour
- identify principles and elements of design in electronic advertisements
- list a range of available advertising approaches for different markets
- identify and explain key provisions of relevant legislation, codes of practice and national standards affecting business operations
- explain key ethical principles relevant to the advertising industry
- identify requirements for advertising timelines, budget, central idea and resources as specified in the advertising brief.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – advertising field of work and include access to:

- industry design software
- relevant legislation and codes of practice
- organisational policies and procedures
- office equipment
- business technology
- advertising copy and creative briefs.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIC511 Plan and conduct a community meeting

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan and conduct community meetings the board initiates or facilitates.

It applies to individuals who need to communicate with community members in their role of monitoring and guiding activities of the organisation.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Negotiate the basis of a meeting and plan event	1.1 Undertake consultation on purpose, location, date and time of proposed meeting with appropriate people 1.2 Develop a broad agenda and list of invited guests in consultation with appropriate people 1.3 Communicate details of meeting to the community, invited guests and other key people and groups 1.4 Plan transport and other arrangements to maximise attendance 1.5 Address requirements of people with special needs to ensure

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ELEMENT	PERFORMANCE CRITERIA
	equity and access
2 Conduct meeting	2.1 Follow community procedures for choosing a chairperson for the meeting 2.2 Follow agenda and relevant meeting protocols 2.3 Acknowledge all points of view through appropriate meeting processes of discussion and documentation 2.4 Encourage full participation 2.5 Seek consensus in decision-making 2.6 Manage difficult situations appropriately
3 Record decisions	3.1 Clearly outline meeting decisions being voted on to those present 3.2 Clarify recommended actions resulting from decisions with participants 3.3 Identify people and organisations responsible for actions 3.4 Record decisions and recommended actions
4 Communicate outcomes	4.1 Share meeting outcomes with board, members and relevant others 4.2 Encourage participants to use their networks to communicate information provided and decisions made at the meeting 4.3 Follow up people and organisations identified as responsible for actions to ensure they understand what is required 4.4 Report outcomes to participating Elders, community members and organisations through established channels

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.4, 2.1, 2.2	• Evaluates and integrates information from a variety of texts to construct purposeful meaning

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Writing	1.1-1.4, 2.3, 3.4, 4.1, 4.4	• Uses clear, specific and industry-related terminology to complete and update workplace documentation
Oral Communication	1.1-1.3, 2.3, 2.5, 3.1-3.3, 4.1-4.4	• Participates in verbal exchanges of ideas/solutions and uses clear language and suitable tone to address and disseminate relevant information to a wide variety of individuals
Navigate the world of work	2.1, 2.2	• Monitors adherence to community protocols and procedures • Considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.5, 2.3, 2.4, 2.6	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Recognises and values individual differences, seeking to better understand other perspectives including those with special needs
Get the work done	1.4, 2.6, 3.3	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer term operational and strategic goals • When dealing with complex issues, may use intuition to identify general problem, switching to analytical processes to clarify key issues and using lateral thinking processes to generate possible solutions • Considers whether, and how, others should be involved, often using consultative and collaborative processes as an integral part of decision-making process

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIC511 Plan and conduct a community meeting	BSBATSIC511A Plan and conduct a community meeting	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIC511 Plan and conduct a community meeting

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

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 processes in place to inform appropriate people about what occurred at the meeting and outcomes of proposed action.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline community consultation methods
- explain concept of community control of organisations and how it may impact the conduct of community meetings
- describe consensus decision-making principles
- describe the 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 the conduct of community meetings
- outline decision-making strategies
- explain geographic, social, economic and political contexts in which particular organisations operate and how these may impact the conduct of community meetings
- identify organisational policies and procedures relevant to community meetings
- list provisions of federal, state or territory legislation and funding body requirements that influence decision-making
- identify relevant community bodies that might be included in community meetings

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- describe relevant protocols and cultural responsibilities for conducting community meetings.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated community meeting
- examples of issues raised at community meetings
- meeting participants.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIM414 Oversee the organisation's annual budget

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement the annual budget and enable the board to control the finances of the organisation.

It applies to individuals responsible for monitoring and planning the organisation’s finances.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Gather and analyse relevant budget information	1.1 Establish a budget working-group 1.2 Review and analyse previous year’s budget performance 1.3 Gather budget planning information from relevant sources 1.4 Identify priorities in relation to organisation's vision and plans
2 Identify and document income and expenditure	2.1 Identify known sources of income 2.2 Identify new sources of income and amounts for new activities 2.3 Review expenditure for existing operations

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Estimate expenditure for new initiatives and expansions 2.5 Identify potential problem areas 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 3.2 Review budget documentation and clarify where required 3.3 Review draft budgets and propose modifications if required 3.4 Ensure contingency plans are included in the budget
4 Review and finalise budget	4.1 Ensure expenditure commitments are in line with final income figures 4.2 Work with other board members and management to finalise and approve annual budget 4.3 Present final annual budget to the community 4.4 Review and update budget regularly

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2-1.4, 2.1-2.6, 3.1-3.4, 4.1, 4.4	• Evaluates and interprets information from a range of relevant sources and identifies relevant and key information
Writing	1.4, 2.4, 2.6, 3.1-3.3, 4.2, 4.4	• Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to text and audience
Oral Communication	1.1, 4.2, 4.3	• Participates in verbal exchanges using clear language, suitable syntax and tone to address and disseminate information to a variety of individuals • Uses active listening and questioning to convey and clarify information
Numeracy	1.2, 2.1-2.5, 3.1-3.4, 4.1, 4.2, 4.4	• Interprets numerical information and applies mathematical calculations to develop and implement

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		an organisation’s annual budget
Interact with others	1.1, 4.2, 4.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Cooperates with others as part of familiar routine activities and contributes to specific activities requiring joint responsibility and accountability
Get the work done	1.2-1.4, 2.1, 2.2, 2.5, 2.6, 3.3, 3.4, 4.4	• Applies formal processes when planning more complex tasks, producing plans with logically sequenced steps, reflecting some awareness of time and resource constraints and the needs of others • Automatically implements standard procedures for routine decisions • Initiates standard procedures when responding to familiar problems within immediate context • Understands and explicitly applies some basic principles of analytical and lateral thinking

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIM414 Oversee the organisation's annual budget	BSBATSIM414C Oversee the organisation's annual budget	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIM414 Oversee the organisation's annual budget

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify typical information to be included in a budget
- recognise when a budget indicates expenditure is greater than income, and suggest modifications that will bring it into balance
- prepare a balanced budget in collaboration with others, that meets the board’s identified needs.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe components of a typical budget and standard budgeting procedures
- explain concept of community control of organisations and how it may apply to budgetary decision-making
- explain concept of financial contingency planning and how this can be undertaken
- outline current and potential sources of income to fund the organisation’s activities
- identify geographic, cultural, social, economic and political contexts in which particular organisations operate and how this might impact budgetary decision-making
- list organisational plans that will affect the budget
- outline organisational vision, objectives and procedures in relation to sources of income for organisational activities
- identify provisions of federal, state or territory legislation and funding body requirements that impact how finances and assets can be used within the organisation
- explain relevant protocols and cultural responsibilities when making budgetary decisions.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- examples of budgets
- examples of relevant documents
- examples of projects that might be undertaken by a board.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIM416 Oversee organisational planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to oversee the development of plans to guide the operations of the organisation.

It applies to individuals who are responsible for monitoring, guiding and planning the activities of Aboriginal and Torres Strait Islander organisations.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Gather relevant planning information	1.1 Consult with community to identify needs, issues, visions and interests 1.2 Identify people with appropriate expertise both within and outside the organisation who could assist the planning process 1.3 Identify and obtain relevant planning information, including the organisation's current provision of services 1.4 Review the effectiveness of this provision in meeting organisational and community needs

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ELEMENT	PERFORMANCE CRITERIA
2 Set directions for planning	2.1 Work with board members to set or review the vision, goals and objectives of the organisation 2.2 Seek support of internal or external experts if required 2.3 Analyse and use information to make planning decisions 2.4 Identify type of planning activity required to meet needs of the organisation 2.5 Identify key purpose and essential components of the planning activity 2.6 Clarify roles of board, management and staff in the planning activity
3 Ensure plans and planning processes meet cultural objectives	3.1 Check plans and planning processes to ensure they maintain and enhance cultural identity 3.2 Check plans and planning processes to ensure they reflect cultural requirements and protocols promoting cultural respect 3.3 Develop strategies to address areas where conflict may occur between cultural and economic requirements 3.4 Check plans to ensure they reflect the vision and objectives of the organisation
4 Oversee development of plans	4.1 Work with board members and senior staff to establish a plan-development process and timeframe 4.2 Ensure adequate resources are available to develop plans 4.3 Ensure plans meet legal and compliance requirements 4.4 Ensure plans meet financial targets and funding requirements 4.5 Ensure plans include risk management strategies 4.6 Ensure plans include consideration of sustainability 4.7 Monitor plan development and adjust where appropriate
5 Approve plans	5.1 Work with other board members to approve agreed plan for implementation 5.2 Communicate approved plans to the community

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	**Performance Criteria**	**Description**
Reading	1.2-1.4, 2.1, 2.3-2.6, 3.1, 3.2, 3.4, 4.1, 4.3-4.7, 5.1	• Gathers, interprets and analyses textual information from a range of sources and synthesises ideas and concepts
Writing	1.1, 2.1, 2.2 4.1, 5.1, 5.2	• Researches, develops and documents strategies relating to planning and overseeing the operational plan • Ensures vocabulary, grammatical structures and conventions are appropriate for target audience
Oral Communication	1.1-1.4, 2.1, 2.2, 2.6, 4.1, 5.1, 5.2	• Uses appropriate techniques, including actively listening and questioning to convey and clarify information
Numeracy	4.2, 4.4, 4.6	• Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and sustainability of the operational plan
Navigate the world of work	4.3, 4.6	• Keeps up-to-date with legislation or regulations relevant to own rights and responsibilities and considers implications of these when planning and undertaking work
Interact with others	1.1, 2.1, 2.2, 4.1, 5.1, 5.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Cooperates with others as part of familiar routine activities and contributes to specific activities requiring joint responsibility and accountability • Recognises importance of building rapport to establish effective working relationships
Get the work done	1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 4.2, 4.4, 4.5, 4.6, 4.7	• Applies formal processes when planning more complex tasks, producing plans with logically sequenced steps, reflecting some awareness of time and resource constraints and the needs of others • In more complex non-routine situations, uses a formal decision-making process with support, setting or clarifying goals, gathering information and identifying and evaluating best options against predetermined criteria • Applies formal problem-solving processes when tackling an unfamiliar problem, breaking complex issues into manageable parts and identifying and evaluating several options for action • Understands and explicitly applies some basic

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		principles of analytical and lateral thinking

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIM416 Oversee organisational planning	BSBATSIM416A Oversee organisational planning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIM416 Oversee organisational planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and document plans consistent with community needs, cultural requirements and organisational directions
- identify and access information relevant to planning activity
- identify and document risk management and sustainability strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain board processes for decision-making
- explain concept of community control of organisations and how it may impact organisational planning
- describe 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 organisational planning
- identify geographic, social, economic and political contexts in which particular organisations operate and how these may impact organisational planning
- outline methods for community consultation and engagement
- list methods for setting vision, goals and objectives
- explain organisation review processes
- identify potential funding sources to support organisational goals and objectives
- describe principles of risk management relevant to organisational planning
- list relevant provisions of federal, state or territory legislation and funding body requirements that influence decision-making and may impact organisational planning
- describe relevant organisational planning concepts

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- outline relevant principles of sustainability
- identify relevant protocols and cultural responsibilities with respect to planning
- explain roles and responsibilities of the board and management in organisational planning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated board
- organisational plans.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIM418 Oversee financial management

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and act on financial reports.

It applies to individuals who are responsible for monitoring and guiding financial management of Aboriginal and Torres Strait Islander organisations.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Interpret financial reports	1.1 Ensure regular financial information is received from management in a form all board members can understand 1.2 Clarify purpose of financial reports and their key features with board members 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 2.2 Compare data with previous reports and decisions 2.3 Compare year-to-date and end-of-financial-year data with

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ELEMENT	PERFORMANCE CRITERIA
	budgeted outcomes 2.4 Seek independent advice where necessary
3 Recognise board responsibilities for assets	3.1 Identify statutory responsibilities of board members for assets 3.2 Identify funding body restrictions on the acquisition, use and disposal of assets 3.3 Comply with statutory responsibilities and funding body requirements on 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 4.2 Prioritise financial decisions against organisational objectives 4.3 Make decisions in accordance with the organisation's policy and legal and funding requirements 4.4 Ensure procedures are in place to document financial decisions
5 Approve expenditures	5.1 Check expenditure proposals are within budget and meet statutory and funding body requirements 5.2 Check the organisation’s current financial situation 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 6.2 Identify and monitor external influences on budgets and finances 6.3 Ensure procedures are in place to document variations to financial agreements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.2, 2.3, 3.1-3.3, 4.1, 4.2, 4.4, 5.1-5.3,	• Utilises understanding of distinguishing structures and features of a range of textual information and reflects on context, purpose and audience

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	6.1-6.3	
Writing	4.2, 4.4, 5.3, 6.3	• Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to text and audience
Oral Communication	1.2, 2.1, 2.4	• Participates in verbal exchanges using clear language, suitable syntax and tone to address and disseminate information to a variety of individuals • Uses active listening and questioning to convey and clarify information
Numeracy	1.2, 1.3, 2.1-2.4, 3.1-3.3, 4.1-4.3, 5.1-5.3, 6.1, 6.2	• Selects and uses mathematical problem-solving strategies to read financial reports and calculations and oversee financial management of an organisation
Navigate the world of work	3.1, 3.3, 4.3, 5.1, 5.3	• Keeps up-to-date with legislation or regulations relevant to own rights and responsibilities, and considers implications of these when planning and undertaking work • Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment • Understands how own role meshes with others and contributes to broader work goals
Interact with others	1.1, 1.2, 2.1, 2.4	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	3.2, 4.1-4.4, 6.1-6.3	• Applies formal processes when planning more complex tasks, producing plans with logically sequenced steps, reflecting an awareness of resource constraints and the needs of others • In more complex non-routine situations, uses a formal decision-making process with support, setting or clarifying goals, gathering information and identifying and evaluating best options against predetermined criteria • Evaluates effectiveness of decisions on how well they meet stated goals • Applies formal problem-solving processes when tackling an unfamiliar problem, breaking complex issues into manageable parts and identifying and evaluating several options for action • Understands and explicitly applies some basic principles of analytical and lateral thinking

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBATSIM418 Oversee financial management	BSBATSIM418A Oversee financial management	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIM418 Oversee financial management

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- understand a variety of financial reports
- monitor 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.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain concept of community control of organisations and how it may impact financial decisions
- describe 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 financial decisions
- identify geographic, social, economic and political contexts in which particular organisations operate and how these may impact financial decisions
- outline organisational procedures and processes regarding finances
- outline organisational vision and objectives
- identify previous budget performance and financial reports
- explain the purpose and components of financial reports
- list relevant protocols and cultural responsibilities when making financial decisions
- explain statutory and funding body requirements relevant to the organisation’s financial decision-making

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- outline statutory and funding body responsibilities in relation to financial reporting and assets.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated board
- financial reports and other relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIM419 Contribute to the development and implementation of organisational policies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the 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.

It applies to individuals who are responsible for monitoring and guiding activities of Aboriginal and Torres Strait Islander organisations.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Design process for developing policy	1.1 Work with other board members to establish a policy development group and develop a procedure for policy development 1.2 Consult the community where appropriate 1.3 Determine need for expert advice 1.4 Delegate tasks to appropriate people

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ELEMENT	PERFORMANCE CRITERIA
2 Obtain background information needed for policy development	2.1 Identify key areas of operation requiring policy development 2.2 Review relevant previous board decisions 2.3 Identify and review additional information required
3 Contribute to drafting of policy	3.1 Provide input into drafting of policy for each area of organisation activity 3.2 Check policy to ensure it reflects the vision of the organisation and cultural issues 3.3 Check policy to ensure it meets legal, constitutional and funding requirements 3.4 Provide feedback to policy development group on draft policies
4 Approve policy	4.1 Provide an explanation of draft policy to others 4.2 Obtain and evaluate feedback 4.3 Propose amendments to draft policy where required in response to feedback 4.4 Work with board members to approve agreed policy 4.5 Ensure procedures are in place to document and store policy in an accessible form
5 Implement policy	5.1 Inform others of the board decision and the final policy 5.2 Review board decision to ensure it complies with policy 5.3 Evaluate organisational procedures to confirm consistency with policy
6 Review and amend policy as required	6.1 Review policy regularly to ensure organisation’s vision and values are maintained 6.2 Propose amendments to policy where appropriate 6.3 Ensure policy changes are documented according to organisational procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Reading	2.2, 2.3, 5.2, 5.3, 6.1	• Gathers, interprets and analyses a variety of textual information from a range of sources and identifies relevant and key information
Writing	1.1, 3.1, 3.4, 4.1, 4.3, 4.5, 5.1, 6.2, 6.3	• Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to text and audience
Oral Communication	1.1, 1.2, 1.4, 3.1, 3.4, 4.1, 4.3, 4.4, 5.1, 6.2	• Participates in verbal exchanges using clear language, suitable syntax and tone to address and disseminate information to a variety of individuals • Uses active listening and questioning to convey and clarify information
Navigate the world of work	2.1, 3.1-3.3, 4.3, 4.5, 5.3, 6.1-6.3	• Develops and adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment • Understands own legal rights and responsibilities and is extending understanding of general legal principles applicable in work environment
Interact with others	1.1, 1.2, 1.4, 3.1, 3.4, 4.1-4.4, 5.1	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role • Cooperates and negotiates with others as part of familiar routine activities and contributes to specific activities requiring joint responsibility and accountability • Recognises importance of building rapport to establish effective working relationships
Get the work done	1.1-1.4, 2.1, 2.3, 3.2, 3.3, 6.1	• Applies formal processes when planning more complex tasks, producing plans with logically sequenced steps, reflecting some awareness of time and resource constraints and the needs of others • In more complex non-routine situations, uses a formal decision-making processes with support, setting or clarifying goals, gathering information and identifying and evaluating best options against predetermined criteria • Applies formal problem-solving processes when tackling an unfamiliar problem, breaking complex issues into manageable parts and identifying and evaluating several options for action • Understands and explicitly applies some basic principles of analytical and lateral thinking

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBATSIM419 Contribute to the development and implementation of organisational policies	BSBATSIM419A Contribute to the development and implementation of organisational policies	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIM419 Contribute to the development and implementation of organisational policies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

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.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain concept of community control of organisations and how it may impact organisational planning
- outline 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 the development and implementation of policies
- describe equity and diversity principles that might need to be applied when developing and implementing policies
- identify geographic, social, economic and political contexts in which particular organisations operate and how these may impact the development and implementation of organisational policies
- outline organisation's constitution, vision, purpose and current processes
- list provisions of relevant federal, state or territory legislation and funding body requirements relevant to the content of particular organisational policies
- outline protocols and cultural responsibilities that could impact the development and implementation of policies.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- participation on an actual or simulated board
- examples of policies
- examples of relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIM420 Oversee asset management

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to account for and manage the organisation's assets.

It applies to individuals responsible for ensuring the organisation's assets are effectively managed.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 implement policies and procedures for management of assets	1.1 Work with other board members and staff to develop policies and procedures for managing assets that comply with legal and contractual requirements 1.2 Follow policies and administrative procedures for purchase, use, storage, maintenance and disposal of assets
2 Ensure asset records are established	2.1 Ensure responsibility for establishing an asset register of organisation's movable assets, and recording and storage of asset documents is delegated by the board to an appropriate person or

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ELEMENT	PERFORMANCE CRITERIA
	persons 2.2 Ensure the register has been established and appropriate asset documents are stored securely
3 Ensure assets and records are maintained	3.1 Receive and review reports on assets to ensure they are up-to-date and complete 3.2 Ensure appropriate procedures are in place and followed to undertake asset repairs 3.3 Ensure appropriate procedures are in place and followed to report and document asset damage, loss or theft 3.4 Develop an action plan to follow up asset management issues that arise 3.5 Ensure asset records comply with funding providers' requirements
4 Ensure insurance cover is in place	4.1 Ensure appropriate procedures are in place and followed to arrange and maintain insurance following asset acquisition 4.2 Identify authorised signatories for claims for damage, loss or theft 4.3 Ensure claims are submitted in a timely manner and include required evidence of loss
5 Oversee annual internal audit of assets	5.1 Ensure items recorded in asset register are checked annually 5.2 Ensure asset register is updated with current information following the internal audit 5.3 Investigate discrepancies found in the asset register 5.4 Propose changes to policies and procedures if required
6 Oversee acquisition and disposal of assets	6.1 Approve acquisitions and disposal of assets in line with existing plans and budgets 6.2 Ensure funding body requirements regarding asset acquisition and disposal are met

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Reading	1.1, 1.2, 2.2, 3.1-3.3, 3.5, 4.1-4.3, 5.1-5.4, 6.1, 6.2	• Utilises understanding of distinguishing structures and features of a range of textual information and reflects on context, purpose and content
Writing	1.1, 1.2, 2.1, 2.2, 3.1-3.5, 4.1, 4.3, 5.1-5.4, 6.1, 6.2	• Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to text and audience
Oral Communication	1.1, 2.1, 5.3, 5.4, 6.1	• Participates in verbal exchanges using clear language, suitable syntax and tone to address and disseminate information to a variety of individuals • Uses active listening and questioning to convey and clarify information
Numeracy	1.2, 2.2, 3.1, 5.1-5.3	• Identifies and interprets mathematical information to review asset reports and identify discrepancies
Navigate the world of work	1.1, 1.2, 3.2, 3.3, 3.5, 4.1, 5.4, 6.2	• Keeps up-to-date with legislation or regulations relevant to own rights and responsibilities and considers implications of these when planning and undertaking work • Develops, monitors and adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment • Understands how own role meshes with others and contributes to broader work goals
Interact with others	1.1, 2.1	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	2.1, 2.2, 3.1-3.4, 4.1-4.3, 5.3	• Applies formal processes when planning more complex tasks, producing plans with logically sequenced steps, reflecting an awareness of resource constraints and the needs of others • Uses a formal decision-making process with support, setting or clarifying goals, gathering information and identifying and evaluating best options against predetermined criteria • Evaluates effectiveness of decisions on how well they meet stated goals • Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans • Understands importance of secure information and

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		privacy in relation to own work and takes personal responsibility for identifying and managing risk factors

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIM420 Oversee asset management	BSBATSIM420A Oversee asset management	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIM420 Oversee asset management

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with others to develop policies and procedures for managing assets
- maintain and update a comprehensive asset register
- organise and maintain appropriate insurance for acquisitions
- undertake an annual audit of assets
- dispose of assets in accordance with all regulatory and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline asset purchasing and disposal procedures
- explain asset auditing procedures
- describe funding body requirements with regard to assets
- identify geographic, cultural, social, economic and political contexts in which particular organisations operate and how that may impact the management of assets
- list relevant organisational procedures and processes with respect to assets
- outline provisions of federal, state or territory legislation and funding body requirements that impact management of assets
- explain record-keeping requirements with regard to assets
- describe relevant protocols and cultural responsibilities for management of assets.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated board
- examples of asset registers, asset policies and procedures
- other relevant documents and reports.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIM421 Support a positive and culturally appropriate workplace culture

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required by a board member to contribute to the development and maintenance of a positive and culturally appropriate workplace culture.

It applies to individuals responsible for monitoring and guiding the activities of Aboriginal and Torres Strait Islander organisations.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Promote respect toward people in the workplace	1.1 Promote cultural views and values in workplace 1.2 Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity 1.3 Identify and support positive qualities of people 1.4 Take impact of board decisions on human values into account when making decisions 1.5 Identify how past experiences may impact people's behaviour,

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ELEMENT	PERFORMANCE CRITERIA
	skills and knowledge
2 Provide support to others	2.1 Identify the knowledge, skills and experience of others 2.2 Share own knowledge and skills with others 2.3 Resolve issues in culturally appropriate and sensitive ways 2.4 Use active listening skills when communicating 2.5 Encourage others to take on new challenges 2.6 Demonstrate approachability and openness to suggestions
3 Promote an environment that encourages people to enhance their skills and knowledge	3.1 Support others to achieve work goals 3.2 Develop and apply strategies to recognise achievements 3.3 Support others to undertake relevant professional development
4 Encourage teamwork	4.1 Develop strategies supporting a team approach 4.2 Clearly outline expectations of team members 4.3 Develop and apply strategies that recognise individuals' contributions to the team
5 Reduce potential for cross-cultural misunderstandings	5.1 Identify issues that may cause cross-cultural conflict or misunderstanding in workplace 5.2 Work with board members and manager to develop and implement strategies to reduce cross-cultural misunderstandings in workplace
6 Provide constructive feedback	6.1 Encourage provision of constructive feedback in workplace 6.2 Clarify with board members and management whose role it is to provide feedback to staff members about their performance 6.3 Provide feedback to people about their performance where appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	5.1	• Interprets information from a range of sources to identify relevant and key information
Writing	1.1, 2.2, 3.2, 4.1-4.3, 5.2, 6.2, 6.3	• Develops content that supports the purposes and format of the material using appropriate grammatical structure and clear and logical language • Ensures vocabulary and conventions used are appropriate for target audience
Oral Communication	1.1-1.3, 2.1-2.6, 3.1,3.3, 4.2, 4.3, 5.1, 5.2, 6.1-6.3	• Uses influential language, suitable vocabulary and tone, to enhance meaning and effectiveness in a culturally appropriate manner • Uses active listening and questioning techniques to convey and clarify information
Interact with others	1.1-1.3, 1.5, 2.2, 2.5, 2.6, 3.1, 3.2, 4.1, 4.3, 5.2, 6.1-6.3	• Recognises and values individual differences, seeking to better understand other perspectives and judging when it is appropriate to modify own behaviour to create stronger rapport • Looks for the strengths in others and finds ways to work with and build on these, sharing own knowledge and experience freely • Appreciates and is open to feedback from others • Demonstrates an increasing awareness of interplay of factors involved in any group interaction
Get the work done	2.1, 2.3, 3.2, 4.1, 5.1	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Considers whether and how others should be involved, often using consultative or collaborative processes as an integral part of decision-making • When dealing with complex issues, may use intuition to identify the general problem, switching to analytical process to clarify goals and key issues and using lateral thinking processes to generate possible solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIM421 Support a positive and culturally appropriate	BSBATSIM421A Support a positive and culturally appropriate	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
workplace culture	workplace culture		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIM421 Support a positive and culturally appropriate workplace culture

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

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 potential for cross-cultural misunderstandings.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain concept of community control of organisations and how it may impact day-to-day operations of the organisation
- describe cultural context in which Aboriginal and Torres Strait Islander boards operate, including role in upholding traditional and cultural values and how that impacts the workplace environment
- outline relevant equity and diversity principles
- identify geographic, social, economic and political contexts in which particular organisations operate and how these may impact the workplace environment and culture
- identify professional development options
- list protocols and cultural responsibilities relevant to the role of a board member
- explain respective roles and responsibilities of board members and the manager
- describe strategies for active listening
- describe strategies for giving and receiving feedback
- outline strategies for managing disagreements and cross-cultural misunderstandings
- explain teamwork theory and approaches.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated board
- examples of issues that arise in workplaces.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIM505 Control organisational finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the 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.

It applies to individuals with a broad knowledge of the business or core functions of organisations, who have responsibilities for controlling an organisation's finances.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Establish a financial management structure	1.1 Establish a structure to undertake regular financial management responsibilities on behalf of the board 1.2 Document respective responsibilities of the board and management 1.3 Determine financial information required by the board from management 1.4 Seek advice on suitable financial management systems for the

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ELEMENT	PERFORMANCE CRITERIA
	organisation 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 2.2 Identify approved signatories for bank accounts 2.3 Ensure authority and delegation between the board and management for management of finances are documented 2.4 Ensure statutory requirements on financial management are followed 2.5 Ensure duties of finance staff are documented 2.6 Ensure accepted procedures for receiving and expending funds are established and maintained by management 2.7 Ensure accepted systems for financial reporting are established and maintained
3 Sign contracts on behalf of the organisation	3.1 Ensure procedures for developing and documenting contracts are developed and followed 3.2 Identify people authorised to sign contracts on behalf of the organisation 3.3 Check proposed contractual arrangements are realistic for the organisation and in the organisation's and community's best interests 3.4 Ensure contracts are signed according to organisational policies and procedures
4 Follow finance procedures specified by funding bodies	4.1 Seek variations to financial agreements from relevant funding bodies if required 4.2 Identify and follow purchasing and disposal procedures specified by funding bodies 4.3 Check requirements for finance documentation specified by funding bodies are met
5 Advise the community of the financial situation of the organisation	5.1 Identify type and content of financial information that can be made publicly available 5.2 Ensure financial information is made available to members as specified in the constitution 5.3 Present financial information at meetings in a clear and simple manner
6 Meet reporting	6.1 Identify reporting requirements by relevant corporate

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ELEMENT	PERFORMANCE CRITERIA
requirements of relevant corporate authorities and funding bodies	authorities and funding bodies 6.2 Establish timelines to ensure financial statements are completed within timeframe required by relevant corporate authorities and funding bodies 6.3 Ensure auditor is appointed at annual general meeting 6.4 Review and evaluate financial statements to ensure they meet requirements 6.5 Check financial reports are submitted to relevant corporate authorities and funding bodies within required timeframe

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.5, 2.2, 2.4, 2.6, 2.7, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 6.1, 6.4, 6.5	• Gathers, interprets and analyses textual information from a range of sources and identifies relevant and key information
Writing	1.1-1.4, 2.1, 2.3, 2.5-2.7, 3.1, 4.1, 4.2, 5.3, 6.1-6.3	• Develops and documents strategies ensuring vocabulary, grammatical structures and conventions are appropriate for target audience
Oral Communication	1.3, 1.4, 4.1, 5.3, 6.3	• Participates in verbal exchanges using clear language, suitable syntax and tone to address and disseminate information to a variety of individuals • Uses active listening and questioning to convey and clarify information
Numeracy	2.4, 4.1, 4.2, 4.3, 5.3, 6.2, 6.4	• Makes calculations to interpret financial reports, schedule and schedule activities • Uses problem-solving strategies to manage organisational finances
Navigate the world of work	1.5, 2.6, 3.4, 6.1, 6.2	• Keeps up-to-date with legislation or regulations relevant to own rights and responsibilities and considers implications of these when planning and undertaking work • Monitors adherence to organisational policies and

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		procedures and considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.3, 1.4, 4.1, 5.2, 5.3, 6.3	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction
Get the work done	1.1, 1.3, 2.1, 2.2, 3.2, 3.3, 4.3, 5.1, 6.2, 6.5	• Develops plans to manage relatively complex tasks according to a pre-determined schedule, with an awareness of how they may contribute to longer-term operational goals • Considers whether and how others should be involved, often using consultative or collaborative processes as an integral part of decision-making • When dealing with complex issues, may use intuition to identify the general problem, switching to analytical process to clarify goals and key issues and using lateral thinking processes to generate possible solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIM505 Control organisational finances	BSBATSIM505C Control organisational finances	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIM505 Control organisational finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify role of the board and management in the control of finances
- read and interpret typical organisational financial reports
- follow policies and procedures regarding the organisation's financial management
- communicate financial information simply and clearly to others
- ensure financial reporting requirements are met.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain concept of community control of organisations and how it may impact reporting to community
- describe 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 financial reporting to the community
- explain financial responsibilities of board members and management
- outline financial support services available
- describe geographic, social, economic and political contexts in which particular organisations operate and how these may impact financial management and reporting processes
- identify organisational policies and procedures in relation to finances
- list relevant provisions of federal, state or territory legislation and funding body requirements that impact financial management and reporting
- explain purpose and meaning of components of financial reports
- describe statutory and funding body requirements in relation to finances

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- outline systems and structures to effectively manage finances.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated board
- examples of financial reports used by boards
- examples of funding agreements and other relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIM506 Develop employment policies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required to develop policies for the employment of staff.

It applies to individuals responsible for monitoring and guiding the employment policies of an organisation that employs staff.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 staff policies	1.1 Identify employer's responsibilities with respect to staff 1.2 Develop, negotiate and endorse staffing policies with board members, management and staff, and if appropriate, unions 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 2.2 Establish and implement induction processes for new staff

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Ensure changes to policies and procedures affecting employment are communicated to staff, and if applicable, to unions 2.4 Identify and access external industrial relations advice and representation as required 2.5 Ensure individual contracts for employees are developed and signed within relevant enterprise agreements or awards according to policies and procedures
3 Monitor and review staffing policies	3.1 Establish a review body for staffing policy 3.2 Monitor and assess outside industrial influences and impacts relevant to the organisation 3.3 Ensure regular occupational health and safety checks of workplace are undertaken according to policy and procedures 3.4 Review grievance procedures regularly 3.5 Ensure all aspects of employment policy and procedures are audited independently 3.6 Evaluate results of reviews and audits, and propose changes to policy and procedures if necessary

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4, 2.5, 3.2-3.6	• Gathers, interprets and analyses textual information from a range of sources and identifies relevant and key information
Writing	1.1, 1.2, 2.1-2.3, 2.5, 3.2, 3.3, 3.6	• Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning to relevant personnel
Oral Communication	1.2, 2.2-2.4, 3.5, 3.6	• Uses appropriate techniques, including active listening and questioning to convey and clarify information and confirm understanding
Navigate the world of work	1.2, 2.5, 3.2, 3.3, 3.6	• Keeps up-to-date with legislation or regulations relevant to own rights and responsibilities and considers implications of these when planning and

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		developing organisational policies and procedures • Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment • May seek to make implicit protocols and expectations more explicit and may challenge those that appear to work against effective outcomes, or do not reflect stated values
Interact with others	1.2, 1.3, 2.1-2.4, 3.3,	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, playing an effective role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 2.2, 2.5, 3.1-3.6	• Develops plans and processes to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Considers whether and how others should be involved, often using consultative or collaborative processes as an integral part of decision-making • When dealing with complex issues, may use intuition to identify the general problem, switching to analytical process to clarify goals and key issues and using lateral thinking processes to generate possible solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIM506 Develop employment policies	BSBATSIM506C Develop employment policies	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIM506 Develop employment policies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- effectively work with others to develop and review employment policies and procedures
- follow policies and procedures in relation to staff.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain board's responsibilities in relation to duty of care towards staff
- explain concept of community control of organisations and how it may impact employment policies
- describe 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 employment policies
- outline importance of effective communication and negotiation strategies to disseminate information and negotiate policies and procedures
- identify equity and diversity principles in relation to employment policies
- describe geographic, social, economic and political contexts in which particular organisations operate and how these may impact employment policies
- explain organisational policies and procedures in relation to staffing
- outline process for developing policies and procedures
- list relevant 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
- identify relevant awards and employment conditions

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- outline relevant protocols and cultural responsibilities that might impact employment policies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- participation on an actual or simulated board
- examples of legislation and policy affecting the employment of staff.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIM511 Develop enterprise opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify, assess and develop business opportunities in consultation with the community to increase economic independence and expand employment.

It applies to individuals responsible for monitoring and guiding the activities of organisations investigating options to develop enterprise opportunities.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Expand existing activities	1.1 Identify existing business initiatives, employment goals and objectives 1.2 Evaluate current business activities on viability and future potential 1.3 Seek expert advice where appropriate 1.4 Support viable businesses
2 Develop business ideas	2.1 Canvass the community for business ideas and options

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ELEMENT	PERFORMANCE CRITERIA
and options	2.2 Identify and document potential skills and abilities in the community 2.3 Identify and analyse potential markets 2.4 Obtain information from business services on business development
3 Evaluate business options	3.1 Assess potentially viable businesses 3.2 Conduct feasibility studies with support of appropriately skilled personnel 3.3 Gather and document community input 3.4 Consider and document business options 3.5 In conjunction with other board members, make and document decisions on future business options 3.6 Contribute to development of business plans that take account of local cultural requirements
4 Implement business proposals	4.1 Establish structures to action business plans 4.2 Establish partnerships where appropriate 4.3 Establish monitoring and review mechanisms 4.4 Set and document achievable targets and timeframes 4.5 Establish and support boards of management of new businesses where appropriate 4.6 Provide information to the community on a regular basis

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2-2.4, 3.1, 3.2, 3.6	• Interprets textual information obtained from a range of sources and determines how content may be applied to individual, community and organisational requirements
Writing	1.1, 1.2, 2.1-2.3, 3.1-3.6, 4.3, 4.4, 4.6	• Integrates information from a number of sources and develops content that supports the purposes and format

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		of the material, using grammatical structure and clear and logical language
Oral Communication	1.3, 2.1, 2.4, 3.2, 3.5, 4.2, 4.5, 4.6	• Participates in verbal exchanges using clear language, suitable syntax and tone to address and disseminate information to a variety of individuals • Uses active listening and questioning to convey and clarify information
Navigate the world of work	1.1	• Monitors adherence to both implicit and explicit organisational policies and procedures
Numeracy	1.2, 3.1, 3.2, 4.4	• Selects and interprets familiar mathematical information to evaluate statistical data, scheduling of work, trends and financial viability
Interact with others	1.3, 2.1, 2.4, 3.2, 3.5, 4.2, 4.5, 4.6	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders in a range of work contexts • Participates in a variety of culturally appropriate spoken exchanges to work cooperatively with community members, Elders and key stakeholders, playing an active role in facilitating effective interactions
Get the work done	1.1, 1.2, 1.4, 2.1-2.3, 3.1, 3.2, 3.4-3.6, 4.1, 4.3	• Begins to recognise the importance of other stakeholders throughout the process and is learning to clarify goals and proposed methodology with others, maintain communication and manage expectations and understanding • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Invests time looking for new ideas and opportunities, drawing on diverse perspectives of others to gain insights into ideas for the future

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIM511 Develop enterprise opportunities	BSBATSIM511C Develop enterprise opportunities	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIM511 Develop enterprise opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

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 suitability of business proposals
- participate in business planning processes in collaboration with others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe business planning strategies, including strategies for conducting feasibility studies and setting goals and objectives
- outline business processes
- identify available business support services
- explain concept of community control of organisations and how it may impact business options
- describe 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 business options and operations
- describe geographic, social, economic and political contexts in which particular organisations operate and how these may impact business options and operations
- outline information generally included in feasibility studies and how it should be interpreted
- list relevant marketing terms and strategies
- outline organisational policies and procedures in relation to business activities

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- describe possible business structures
- identify relevant provisions of federal, state or territory legislation and funding body requirements that may impact business options and operations
- list relevant protocols and cultural responsibilities that might impact development of enterprise opportunities
- explain strategies for identifying skills available in the organisation and community.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated board
- information about enterprises operated by Aboriginal and Torres Strait Islander organisations
- examples of relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIW417 Select and use technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assess, use and evaluate new technologies for the benefit of the organisation.

It applies to individuals responsible for monitoring and guiding the activities of an organisation anticipating the introduction of new technologies to the workplace.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Assess technology needs	1.1 Identify organisational tasks that could be helped by technology 1.2 Undertake a cost-benefit analysis 1.3 Seek independent technical advice as necessary
2 Acquire technology	2.1 Investigate costs of acquiring technology 2.2 Investigate ways of acquiring or accessing technology other than by funding 2.3 Investigate sources of funding for technology purchases and

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ELEMENT	PERFORMANCE CRITERIA
	associated costs 2.4 Seek funds required for purchase of technology and associated costs
3 Ensure staff are prepared for new technology	3.1 Evaluate need for technology training 3.2 Identify suitable trainers and/or mentors to support staff to use the new technology 3.3 Ensure suitable training is provided for staff who will use new technology
4 Evaluate use of technology	4.1 Develop strategies to ensure new technology is used within the organisation 4.2 Evaluate whether technology is used effectively and meets organisational needs 4.3 Identify barriers to effective use of the technology 4.4 Develop and implement actions to address barriers to its effective use

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1-2.3, 3.1, 4.2	• Interprets textual information obtained from a range of sources and determines how content may be applied to organisational requirements
Writing	1.2, 2.1-2.3, 2.4, 4.1-4.4	• Integrates information from a number of sources and develops content that supports purposes and format of the material using appropriate grammatical structure and clear, logical language
Oral Communication	1.3, 2.1-2.4, 3.2, 3.3	• Participates in verbal exchanges using clear language, suitable syntax and tone to address and disseminate information to a variety of individuals • Uses active listening and questioning to convey and clarify information
Numeracy	1.2, 2.1, 2.3, 2.4	• Interprets numerical information and makes calculations to determine cost-benefits and manage

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		resource allocations
Interact with others	1.3, 2.4, 3.2, 3.3	• Cooperates with others as part of familiar routine activities • Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 2.1-2.3, 3.1, 3.2, 4.1-4.4	• Actively identifies systems, devices and applications with potential to meet current and or future needs • Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and evaluate alternative strategies and resources • Uses analytical processes to decide on a course of action, establishing criteria for deciding between options and seeking input and advice from others before taking action when necessary

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIW417 Select and use technology	BSBATSIW417C Select and use technology	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBATSIW417 Select and use technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- choose appropriate technology to support the organisation's activities
- identify suitable training options to support introduction of new technology
- develop strategies to ensure technology is used effectively within the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain basic principles of cost-benefit analysis
- describe cultural context in which Aboriginal and Torres Strait Islander boards operate, and how that may impact selection and use of technology
- identify equipment and funding sources
- describe geographic, social, economic and political contexts in which particular organisations operate and how these may impact selection and use of technology
- list potential barriers to learning, and strategies to address these
- list relevant provisions of federal, state or territory legislation and funding body requirements that may impact purchase, use and disposal of assets
- describe range of technology options available to support organisational activities
- outline relevant protocols and cultural responsibilities when supporting members of staff
- identify strategies to evaluate the use of information technology
- describe training options available to the organisation to develop skills in use of technology.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- participation on an actual or simulated board
- examples of technology used in workplaces.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBATSIW515 Secure funding

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to locate funding sources, make submissions and lobby to maximise the organisation's chances of securing funds for its activities.

It 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.

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

Unit Sector

Regulation, Licensing and Risk – ATSI Governance

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 Identify and contact funding bodies	1.1 Identify and investigate mainstream and Aboriginal and Torres Strait Islander funding sources 1.2 Gather information about potential funding bodies' priorities, key areas and expected outcomes 1.3 Clearly explain organisational funding requirements to potential funding bodies
2 Prepare case for	2.1 Form team to oversee funding submission

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ELEMENT	PERFORMANCE CRITERIA
funding	2.2 Delegate tasks to staff if appropriate 2.3 Determine if consultant services should be engaged to provide technical assistance preparing case for funding 2.4 Ensure a proposal is prepared that meets funding body's objectives, criteria and submission requirements 2.5 Ensure all existing financial obligations with respect to the funding body are up-to-date
3 Promote case for funding	3.1 Use networks to lobby funding body where appropriate 3.2 Seek representation with funding body if necessary 3.3 Advise key people of progress and outcome of submission
4 Appeal if necessary	4.1 Identify relevant appeal authorities and procedures for funding bodies 4.2 Determine whether an appeal should be made if funding submission is unsuccessful 4.3 Use the appeal system if required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.4, 2.5, 4.1	• Interprets textual information obtained from a range of sources and determines how content may be applied to individual and organisational requirements
Writing	1.1-1.3, 2.4, 2.5, 3.3	• Integrates information from a number of sources and develops content that support purposes and format of the material using grammatical structure and clear and logical language
Oral Communication	1.3, 2.1, 2.2, 3.1-3.3	• Participates in a variety of culturally appropriate spoken exchanges to work cooperatively with staff and key stakeholders • Applies relevant listening skills to ensure views of all relevant stakeholders are heard and treated with respect

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Numeracy	1.1-1.3, 2.4, 2.5	• Selects and interprets familiar mathematical information to evaluate statistical data, financial obligations and funding requirements
Navigate the world of work	2.4, 2.5	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of wider environment
Interact with others	1.3, 2.1, 2.2, 3.1-3.3, 4.3	• Actively identifies requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience • Recognises importance of building rapport with people from diverse backgrounds to establish effective teams and other working relationships • Looks for the strengths in others and finds ways to work with and build on these, sharing own knowledge and experience freely
Get the work done	1.1, 1.2, 2.2, 2.3, 4.1-4.3	• Organises time and effort around priorities, results and realistic timeframes • Begins to recognise importance of other stakeholders throughout the planning process and is learning to clarify goals and methodology with others, maintain communication and manage expectations and understanding • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Uses ideas proposed by others as provocations and stepping stones to new perceptions and ideas

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBATSIW515 Secure funding	BSBATSIW515C Secure funding	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBATSIW515 Secure funding

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify funding sources
- complete funding applications
- confirm submission meets funding body's requirements
- maintain open lines of communication with relevant individuals and network to promote application for funding
- follow appeal procedures if required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline appeal procedures available if funding submission is rejected
- explain concept of community control of organisations and how it may impact the way funding is sourced and used
- describe 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 the way funding is sourced and used
- list funding sources and their requirements
- identify geographic, social, economic and political contexts in which particular organisations operate and how these may impact the way funding is sourced and used
- identify organisational policies and procedures in relation to obtaining funding
- describe relevant consultancy services to support funding submissions
- list relevant protocols and cultural responsibilities that impact how funding is sourced.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated board
- examples of projects requiring funding
- the internet or other sources of information about funding bodies
- examples of relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBAUD402 Participate in a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to prepare for and participate in a quality audit as a member of a quality audit team. The types of audits may include external or internal systems audits or process or product/service audits.

The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit schedules; gathering, analysing and evaluating information; and reporting findings to the lead auditor.

It applies to individuals with a broad knowledge of the quality auditing environment who analyse and evaluate information from a variety of sources to provide solutions to auditing issues, including unpredictable quality auditing problems.

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

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 Review auditee documentation	1.1 Where applicable, review auditee's previous quality audits to establish possible impact on the conduct of the current audit 1.2 Request relevant organisational documents from auditee, and

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ELEMENT	PERFORMANCE CRITERIA
	review and check the adequacy of these documents 1.3 Amend reviewed documents, and determine and source any further documentation required 1.4 Resolve issues which arise with auditee and relevant parties
2 Participate in developing audit schedules	2.1 Access or prepare appropriate checklists/tools and audit related documentation 2.2 Confirm schedules and required resources with auditee before beginning auditing activities 2.3 Anticipate possible issues and outline strategies to address these issues, should they arise 2.4 Ensure preparation activities and documentation correspond to the audit plan 2.5 In consultation with auditing team, determine appropriate methods and techniques 2.6 Assist lead auditor in creating entry and exit meeting agendas
3 Gather and analyse information	3.1 Access a range of potential sources of information 3.2 Collect and make an initial assessment of sample documentation 3.3 Interview appropriate persons in relation to relevant documentation 3.4 Identify and report patterns, trends, interrelationships and areas of risk 3.5 Identify aspects of the audit that require the use of specialists and request appropriate assistance
4 Evaluate information	4.1 Evaluate information against prescribed benchmarks 4.2 Form a defensible opinion as to the meeting of these benchmarks by the auditee 4.3 Ensure opinions are formed from and supported by available information
5 Report findings	5.1 Formulate findings and prepare a corrective action report if discrepancies or non-compliances are detected 5.2 Examine results/findings against audit objectives and present to lead auditor 5.3 Report recommendations for improvements as applicable
6 Participate in exit	6.1 Prepare for exit meeting

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ELEMENT	PERFORMANCE CRITERIA
meeting	6.2 Ensure reporting arrangements are agreed upon and documented during the meeting 6.3 Ensure context and consequences of audit are explained, and follow-up is discussed

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4, 2.6, 3.1-3.5, 4.1, 4.3, 5.1, 5.2	• Identifies and interprets information from organisational documentation and workplace procedures
Writing	1.2, 1.3, 2.1, 2.2, 2.4, 2.6, 3.2-3.5, 4.1, 4.3, 5.1-5.3, 6.2	• Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.2, 1.4, 2.2, 2.5, 2.6, 3.3, 3.5, 5.2, 5.3, 6.2, 6.3	• Participates in spoken exchanges using structure and language to suit the audience • Listens for required information and asks clarifying questions
Numeracy	2.5, 3.1, 3.2, 3.4, 4.1-4.3, 5.1, 5.2	• Uses a wide range of mathematical calculations to analyse and arrange numeric information
Navigate the world of work	1.1, 1.2	• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.2, 1.4, 2.2, 2.5, 2.6, 3.3, 3.4, 3.5, 5.2, 5.3, 6.2, 6.3	• Collaborates and cooperates with others to achieve joint outcomes • Selects and uses appropriate conventions and protocols when communicating with team members and other people in a range of work contexts
Get the work done	1.1-1.4, 2.1, 2.3, 2.4, 3.1, 3.4, 4.1-4.3, 6.1	• Organises, plans and prioritises workload with some sense of what can be achieved in a timeframe • Systematically gathers, analyses and evaluates all relevant information to make decisions • Recognises and addresses some problems within own scope, recognising when to seek the expertise of others

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBAUD402 Participate in a quality audit	BSBAUD402B Participate in a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBAUD402 Participate in a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- review and amend all relevant documentation
- develop an audit schedule using relevant tools and strategies
- use various methods to gather data and information to complete an audit, seeking specialist advice where appropriate
- use predetermined benchmarks to evaluate findings and formulate well-founded opinions
- develop a comprehensive report for the exit meeting, which analyses both context and consequences of the completed audit
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe relevant auditing codes of practice or ethics
- outline auditing methods and techniques
- summarise current audit practices
- identify current industry products and/or services to assist in the auditing process.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBAUD503 Lead a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead an audit team as it runs 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. 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.

It applies to individuals with a well-established theoretical knowledge base of 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. It is relevant to audits where a lead auditor is responsible for a quality audit team.

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

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 Conduct entry meeting	1.1 Organise entry meeting in advance at a mutually agreed time 1.2 Prepare agenda for audit 1.3 Confirm objectives and scope of audit at entry meeting 1.4 Confirm schedules and logistical arrangements at entry

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ELEMENT	PERFORMANCE CRITERIA
	meeting 1.5 Make changes to plan, schedules and arrangements where required
2 Identify and gather information	2.1 Identify a range of potential sources of information 2.2 Interview appropriate persons 2.3 Gather relevant information and sample documentation
3 Manage audit team resources	3.1 Supervise activities of audit team members 3.2 Assess and review audit team findings in line with audit scope 3.3 Re-assign team members as required 3.4 Instigate contingency actions as required 3.5 Seek and reach agreement on corrective action reports
4 Conduct exit meeting	4.1 Make preparations for exit meeting 4.2 Examine results and findings against audit objectives and present to auditee 4.3 Ensure reporting arrangements are agreed on 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 5.2 Encourage and support audit team members to critique their own work 5.3 Provide and document advice for individual improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	3.2, 4.2	• Interprets and analyses information from audit scoping materials
Writing	1.2, 1.5, 5.3	• Develops a range of documents using relevant structure, tone and vocabulary appropriate to audience,

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		context and purpose • Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.3, 1.4, 2.2, 3.5, 4.2-4.4, 5.1, 5.2, 5.3	• Participates in spoken exchanges using clear language, tone and pace • Uses questioning and listening techniques to clarify requirements
Numeracy	4.2	• Uses mathematical calculations to analyse and arrange numeric information
Interact with others	1.3, 1.4, 2.2, 3.1, 3.3, 4.2-4.4, 5.1, 5.2, 5.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Recognises the importance of rapport in establishing and building effective working relationships • Collaborates with others to negotiate acceptable outcomes, playing an active role in directing and facilitating effective group interaction
Get the work done	1.1, 1.2, 1.4, 2.1, 2.3, 3.2, 3.3, 3.4, 4.1	• Organises, plans and sequences own workload and schedules work activities of others • Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and evaluate appropriate strategies to achieve objectives • Responds to problems requiring immediate attention, drawing on past experiences to devise solutions • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBAUD503 Lead a quality audit	BSBAUD503B Lead a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBAUD503 Lead a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify all objectives, schedules and relevant information prior to commencement of audit
- demonstrate leadership and management of a quality auditing team
- manage the information gathering process by team members, and analysis, synthesis and reporting of the findings
- encourage team members to continuously improve their performance through feedback and self-critique
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe quality auditing principles, methods and techniques
- outline the requirements of auditing regulations and standards
- identify current audit practices
- identify software applications relevant to conducting quality auditing activities.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including previous quality audit reports
- checklists
- risk management and audit plans.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBAUD504 Report on a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to report on the outcomes of a quality audit and to take appropriate follow up action. It covers compiling audit results; preparing a report for the auditee/client; negotiating follow up action with the auditee/client; and monitoring and reviewing the auditing system and activities. 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.

It applies to individuals with a well-established 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. It addresses the function performed by either an auditor having sole responsibility for the audit or a lead auditor of a quality audit team.

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

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 Compile audit results	1.1 Compare results of the audit evaluation against audit objectives and criteria plan

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Analyse audit results
2 Prepare report	2.1 Provide objective evidence relating to the need for reduction, elimination and prevention of non-conformance as the basis for the audit report 2.2 Produce audit report according to specified audit requirements 2.3 Present audit report to auditee and other stakeholders
3 Negotiate follow up process with auditee	3.1 Determine and initiate any corrective action required to deal with non-conformance, in consultation with auditee 3.2 Provide suggestions for improvements where applicable 3.3 Ensure timelines are agreed on for completion of corrective action activities 3.4 Ensure corrective action follow-up procedures are agreed with auditee
4 Monitor and review audit system and activities	4.1 Evaluate effectiveness and suitability in achieving audit objectives 4.2 Investigate possible improvements in audit methods, economy and efficiency

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 4.1	• Interprets and analyses information from a complex range of organisational documentation
Writing	2.1, 2.2, 4.1	• Develops a variety of complex documents using relevant structure, tone and vocabulary appropriate to audience, context and purpose
Oral Communication	2.3, 3.1-3.4	• Participates in spoken exchanges using clear language, tone and pace • Uses questioning and listening techniques to clarify understanding
Numeracy	1.1, 1.2, 3.3, 4.2	• Collects, represents, summarises and interprets a range of statistical data

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		• Performs calculations required to measure output against timeframes
Navigate the world of work	2.2	• Monitors adherence to organisational policies and procedures • Considers own role in terms of its contribution to broader goals of the work environment
Interact with others	2.3, 3.1-3.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to negotiate joint outcomes, playing an active role in facilitating team understanding
Get the work done	1.1, 1.2, 3.1, 4.1, 4.2	• Organises, plans and sequences own workload according to timelines and organisational requirements • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Analyses outcomes of decisions to identify opportunities for improvement • Recognises a range of familiar problems, their symptoms and causes, actively looking for suitable corrective actions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBAUD504 Report on a quality audit	BSBAUD504B Report on a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBAUD504 Report on a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- interpret audit results and produce a detailed audit report containing detailed analysis according to specified requirements
- negotiate follow-up actions with auditees/clients
- determine future improvements in auditing methods
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe quality auditing principles, methods and techniques
- outline the requirements of auditing regulations and standards
- identify current audit practices
- identify software applications relevant to conducting quality auditing activities.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including quality audit reports, checklists, risk management plans and audit plans.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCMM201 Communicate in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package version 1.0

Application

This unit describes the skills and knowledge required to communicate in the workplace including gathering, conveying and receiving information and completing routine written correspondence.

It 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.

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

Unit Sector

Communication – Interpersonal Communication

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 Gather, convey and receive information and ideas	1.1 Collect information to achieve work responsibilities from appropriate sources 1.2 Use method/s and/or equipment to communicate appropriate ideas and information to the audience 1.3 Use effective listening and speaking skills in verbal communication

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Seek input from internal and external sources to develop and refine new ideas and approaches 1.5 Respond to instructions or enquiries promptly and in accordance with organisational requirements
2 Complete workplace documentation and correspondence	2.1 Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by the recipient 2.2 Draft and present correspondence within designated time lines 2.3 Ensure presentation of written information meets organisational standards of style, format and accuracy 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 individual differences	3.1 Value all individuals and treat them with respect, courtesy and sensitivity 3.2 Take into consideration cultural differences in all verbal and non-verbal communication 3.3 Use communication to develop and maintain positive relationships, mutual trust and confidence 3.4 Make efforts to use basic strategies to overcome language barriers 3.5 Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.4	• Seeks advice from others to implement strategies to improve knowledge or skills
Reading	1.1, 1.4, 1.5, 2.3, 2.4	• Reviews textual information to identify and interpret communication requirements and organisational standards
Writing	1.2, 1.5, 2.1, 2.2,	• Develops simple written texts using appropriate grammar, spelling and punctuation in accordance with

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	2.3, 2.4	organisational formats • Completes workplace forms and texts in accordance with organisational conventions and legislative requirements.
Oral Communication	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.4	• Explains ideas and requirements clearly and listens carefully to verbal instructions and discussions • Asks questions to confirm understanding
Navigate the world of work	1.5, 2.3, 3.5	• Understands responsibilities of role and complies with legislative, regulatory and organisational requirements
Interact with others	1.2, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4	• Recognises common cultural and other differences of people in the work context and makes adjustments to accommodate the differences • Follows accepted communication practices and protocols to assist in building and maintaining positive working relationships
Get the work done	1.1, 1.2, 1.4,1.5, 2.1-2.4	• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeking assistance in setting priorities • Uses digital technology to find, record or communicate basic information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCMM201 Communicate in the workplace	BSBCMM201A Communicate in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCMM201 Communicate in the workplace

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate information and ideas verbally and non-verbally, taking cultural differences and language barriers into consideration
- produce written material, used routinely in day to day work, which is clear, concise and effectively convey the intended meaning to the recipient
- complete workplace forms
- use style, format and level of accuracy appropriate to the type of written material
- provide prompt responses to requests for information in accordance with organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify any organisational policies, plans and procedures which detail organisation's standards or protocols for workplace communication
- describe different communication styles
- outline barriers to communication.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- office equipment
- business resources

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- workplace policies and procedures relating to communication
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCOM406 Conduct work within a compliance framework

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify statutory, legislative and regulatory requirements and relate them to individual work practices to ensure ongoing adherence to the compliance framework.

It applies to individuals who to carry out work in accordance with the compliance framework applying to a particular job role, occupation or profession.

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

Unit Sector

Regulation, licensing and risk – Compliance

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. Identify individual compliance requirements	1.1 Identify and document statutory, legislative and regulatory requirements relevant to job role, occupation or profession 1.2 Identify and document relevant organisational and industry requirements
2. Interpret individual compliance requirements	2.1 Map compliance requirements against individual position description and work practices 2.2 Discuss ethical considerations with relevant parties where

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ELEMENT	PERFORMANCE CRITERIA
	appropriate
3. Ensure individual compliance	3.1 Consult with appropriate persons to identify procedures to be applied, contingent on the situation 3.2 Reflect on personal actions in the context of compliance requirements 3.3 Record action taken if required
4. Identify and adapt to changes in compliance requirements	4.1 Access and analyse documentation relating to changes in compliance issues 4.2 Discuss documentation with appropriate persons to ensure ongoing compliance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.2	• Reflects on own actions to improve future performance
Reading	1.1, 1.2, 4.1	• Identifies and analyses complex texts to determine key information, specific requirements and responsibilities
Writing	1.1, 1.2, 2.1, 3.3	• Collates and compiles information gathered from multiple sources in required format for using correct technical and enterprise specific language •
Oral Communication	2.2, 3.1, 4.2	• Discusses compliance or ethical issues using structure and language to suit the audience • Uses listening and questioning techniques to confirm understanding of compliance requirements
Navigate the world of work	2.2, 3.1, 4.1	• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	2.2, 3.1, 4.2	• Selects and uses appropriate communication conventions and practices when discussing, seeking or sharing information
Get the work	1.1, 1.2, 2.1, 3.3,	• Takes responsibility for planning and implementing tasks required to achieve efficient and effective

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done	4.1, 4.2	outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCOM406 Conduct work within a compliance framework	BSBCOM406A Conduct work within a compliance framework	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCOM406 Conduct work within a compliance framework

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- conduct work according to relevant statutory, legislative and regulatory requirements relating to work practices
- analyse and keep up to date with compliance requirements
- map compliance requirements to work practices and position description
- seek advice and discuss ethical considerations
- reflect on personal actions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify statutory, legislative and regulatory requirements relevant to job role, occupation or profession
- outline codes of practice relevant to job role, occupation or profession
- explain organisational policies and procedures relevant to workplace
- explain individual work requirements and practices as contained in position description and occupational standards
- outline statutory requirements and codes of conduct in context of individual job role.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Regulation, licensing and risk – compliance field of work and include access to:

- legislation, regulations and codes of conduct relevant to job role, occupation or profession

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- information about relevant professional associations
- position descriptions
- organisation policies and procedures relevant to job role, occupation or profession
- case studies and, where possible, real situations.

Assessors must satisfy NVRAQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUE301 Use multiple information systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to use multiple information systems to research information and records, and to maintain up-to-date customer information.

It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge, and who may provide technical advice and support to a team.

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

Unit Sector

Stakeholder Relations – Customer Engagement

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 Access a range of information systems	1.1 Efficiently logon to information systems 1.2 Navigate screens efficiently to locate displays and information relevant to role 1.3 Use a database management system (DBMS) to control data access, enforce data integrity, manage concurrency, and access information 1.4 Manage use of information systems efficiently according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements
2 Process customer information using multiple information systems	2.1 Analyse customer enquiry to identify information needs 2.2 Identify information systems required to satisfy information needs 2.3 Use information systems according to organisational processes to complete customer enquiry or transaction 2.4 Record customer information in information systems to complete customer enquiry or transaction 2.5 Use the shortest reasonable pathways to navigate between and within information systems 2.6 Maintain contact and communication with customer while operating information systems 2.7 Verify information with customer to complete transaction
3 Identify and rectify information system and processing errors	3.1 Identify errors in information system, relevant to role 3.2 Analyse errors for impact on information system and customers 3.3 Identify source of errors, where possible 3.4 Consult with stakeholders to identify actions to rectify errors 3.5 Arrange rectification and confirm amendments are accurate 3.6 Inform customers of errors and take necessary action 3.7 Identify information system faults and notify relevant personnel according to policy 3.8 Recommend procedural change according to policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 3.5	• Recognises and interprets information to determine and confirm customer requirements
Writing	2.4, 3.7	• Records information accurately using clear language and appropriate terminology

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Oral Communication	2.1, 2.6, 2.7, 3.4-3.6	• Articulates requirements clearly using specific and relevant language suitable to audience • Uses appropriate tone, pace and listening and questioning to elicit information and confirm understanding
Navigate the world of work	1.4, 2.3, 3.7, 3.8	• Recognises and follows explicit organisational policies and procedures when using information systems, notifying faults and making recommendations for change
Interact with others	2.6, 2.7, 3.4, 3.6, 3.7	• Identifies and follows accepted communication practices and protocols when collecting, providing and verifying information in a service context or in consultation with colleagues and stakeholders
Get the work done	1.1-1.3, 2.1, 2.2, 2.5, 3.1-3.3, 3.5, 3.7	• Selects from a range of predetermined options in routine customer inquiry situations, identifying and taking some situational factors into account • Recognises and takes responsibility for identifying and addressing information system errors and their sources • Uses familiar digital systems and tools to access, organise, analyse, display and amend information • Recognises some general design and operating principles of digital tools and uses these when troubleshooting

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUE301 Use multiple information systems	BSBCCO301B Use multiple information systems	Updated to meet Standards for Training Packages Code changed to reflect industry practice	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUE301 Use multiple information systems

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access, use and manage information systems to organisational requirements
- navigate systems to locate information required to complete customer inquiry or transaction
- identify and rectify information system and processing errors to established procedures and policies
- provide service to customers in accordance with organisational and regulatory requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain computer and system troubleshooting principles
- identify enterprise business systems and operating platforms relevant to role
- identify enterprise policies, procedures and guidelines regarding use and security of information systems
- explain operation of social networking websites
- explain escalation process for reporting information technology issues.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations – customer engagement field of work and include access to:

- relevant standards and guidelines for use of systems

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- workplace information and data
- quality assurance and system user error reports
- troubleshooting and escalation reports
- a work environment to observe operation of systems.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUE404 Collect, analyse and record information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, collate and record information from a variety of sources, including database systems.

It applies to individuals who need to solve a defined range of unpredictable problems, analyse and evaluate information from a variety of sources, and who may provide leadership and guidance to others with some limited responsibility for the output of others.

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

Unit Sector

Stakeholder Relations – Customer Engagement

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 Obtain, record and analyse information	1.1 Identify information sources 1.2 Collect and record information according to organisational procedures and legislative and policy requirements 1.3 Collate and sort collected information in relation to purpose for which it is being obtained 1.4 Ensure contents of recording forms and reports used meet organisational processes

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ELEMENT	PERFORMANCE CRITERIA
2 Reduce, describe and review information	2.1 Identify information to be analysed and identify analysis methodology and analysis processes 2.2 Reduce and describe subject to support development of interpretations 2.3 Review appropriateness of reduced information according to organisational processes 2.4 Archive information not used in reduction and description processes for future reference
3 Develop inferences	3.1 Test interpretations to review credibility and consistency 3.2 Refine and consolidate interpretations to strengthen inferences drawn 3.3 Formulate inferences from facts and tested interpretations, incorporating chain of reasoning to ensure transparency to clients and users 3.4 Inform clients and users of assumptions in arguments leading to inferences 3.5 Assess and report relationship between information developed and probable interpretations, ensuring validity and compliance with organisational guidelines 3.6 Develop sound recommendations informing users of intelligence analysis outcomes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.4, 2.1, 2.3	• Identifies, analyses and reviews relevant complex information and data to ensure it meets organisational requirements
Writing	1.2, 1.4, 2.2, 3.2-3.6	• Prepares accurate information in required formats • Critically reviews and summarises information to establish key interpretations and credible conclusions • Documents analytical processes and outcomes, projected interpretations and recommendations in style

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		and format appropriate to a specific audience
Oral Communication	3.4, 3.5	• Articulates ideas and requirements clearly based on techniques appropriate to audience and environment
Navigate the world of work	1.2, 1.4, 2.3, 3.5	• Takes personal responsibility for adherence to legal/regulatory and organisational requirements related to collecting, recording and reviewing information
Get the work done	1.1, 1.3, 1.4, 2.1 2.4, 3.1, 3.3, 3.5	• Accepts responsibility for planning and sequencing collection, recording and analysis of information, taking required processes and relevant communication into account • Uses systematic, analytical processes to identify and collate relevant information, analyse content to make sound judgements and produce valid recommendations for use by others • Uses a range of digitally based technology and applications to access and filter data, and extract, organise, integrate and share relevant information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUE404 Collect, analyse and record information	BSBCCO404A Collect, analyse and record information	Updated to meet Standards for Training Packages Code changed to reflect industry practice	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUE404 Collect, analyse and record information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collect, record, collate and store information according to organisational and legislative requirements
- analyse, interpret and summarise information according to organisational processes
- develop recommendations based on outcomes of analysis for use by others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant information types and sources
- describe procedures and security measures for accessing, storing, retrieving and sharing information
- outline legislative requirements relating to information collection and methodology.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations – customer engagement field of work. This includes access to:

- information and databases for analysis activities
- organisational procedures, policies and processes
- relevant legislation, standards and guidelines.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUE405 Survey stakeholders to gather and record information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to prepare, survey and record relevant and required details of information collected according to organisational, legislative and regulatory requirements.

It applies to individuals who need to solve a defined range of unpredictable problems, analyse and evaluate information from a variety of sources, and who may provide leadership and guidance to others with some limited responsibility for the output of others.

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

Unit Sector

Stakeholder Relations – Customer Engagement

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 Obtain, record and analyse information	1.1 Identify information sources 1.2 Collect and document information according to organisational procedures and legislative and policy requirements 1.3 Collate, sort and analyse information collected in relation to purpose for which it is being obtained

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Ensure contents of recording forms and reports are in line with organisational requirements
2 Take and compile statements	2.1 Take comprehensive statements from sources appropriate to matter being investigated, according to organisational procedures and legislative and policy requirements 2.2 Use active listening when taking accurate statements from people
3 Conduct interviews	3.1 Plan, manage and conduct interviews to gather maximum information relevant to matter being examined 3.2 Treat all interviewees fairly and equitably 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 4.2 Identify and use appropriate sources of information when recording data 4.3 Access and store information according to legislation, policy and procedures
5 Use interview and evidence recording equipment	5.1 Operate recording equipment according to legislation, policy and procedures 5.2 Produce records according to organisational requirements and procedures 5.3 Maintain equipment and usage logs in good order
6 Conduct follow-up activities	6.1 Identify and use communication links within organisation to exchange information 6.2 Assess relevance of information received in terms of its intended purpose 6.3 Dispose of irrelevant information according to legislation, policy and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.4, 4.2, 6.2	• Analyses and reviews a range of texts of varying complexity to determine relevance, accuracy and usefulness
Writing	1.2	• Documents a range of required information using structure, detailed language and format appropriate to purpose
Oral Communication	2.1, 2.2, 3.1, 3.3, 6.1	• Participates effectively in exchanges with others using structure and tone appropriate to gather and exchange information • Uses questioning techniques and active listening to confirm details and clarify responses
Navigate the world of work	1.2, 1.4, 2.1, 3.2, 3.3 4.3, 5.1, 5.2, 6.3	• Takes personal responsibility for adherence to legal/regulatory and organisational requirements when planning and undertaking information collection, review, storage, exchange and disposal
Interact with others	3.1, 3.2, 6.1	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to build rapport and seek information
Get the work done	1.1, 1.3, 3.1, 4.1-4.3 5.1-5.3, 6.2	• Accepts responsibility for planning, organising and implementing routine and non-routine tasks to manage information collection processes, storage and disposal • Uses systematic, analytical processes to identify and gather relevant information to established criteria • Understands purposes, specific functions and key features of database systems and tools and operates them effectively to complete routine tasks • Uses digital recording technologies and systems safely, legally and ethically when gathering, storing, accessing and sharing information

Range of Conditions

This section 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.

Records must be:	• authorised, stored and assessed in line with organisational procedures • clear, audible and presentable.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCUE405 Survey stakeholders to gather and record information	BSBCCO405A Survey stakeholders to gather and record information	Updated to meet Standards for Training Packages Code changed to reflect industry practice	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUE405 Survey stakeholders to gather and record information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- source, analyse and record information in compliance with organisational requirements
- use professional interview techniques to conduct and record interviews, including audiotapes and statements if applicable to role, according to relevant statutory, regulatory and legislative requirements
- access, store and dispose of information in compliance with legal and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify information types and their sources
- outline procedures and security measures for accessing, storing, retrieving and sharing data from databases
- describe rights of individuals in relation to conduct of interviews and compilation of statements
- identify statutory, regulatory and legislative requirements relating to surveying stakeholders
- outline use of evidence and contact recording technology.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations – customer engagement field of work. This includes access to:

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- information and databases for analysis
- relevant legislation, standards and guidelines
- interviewees
- recording equipment.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS201 Deliver a service to customers

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

It applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

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

Unit Sector

Stakeholder Relations – Customer Service

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 Establish contact with customers	1.1 Acknowledge and greet customer in a professional, courteous and concise manner according to organisational and legislative requirements 1.2 Maintain personal dress and presentation in line with organisational requirements 1.3 Communicate using appropriate interpersonal skills to facilitate accurate and relevant exchange of information

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Maintain sensitivity to customer specific needs and any cultural, family and individual differences 1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements
2 Identify customer needs	2.1 Use appropriate questioning and active listening to determine customer needs 2.2 Assess customer needs for urgency to identify priorities for service delivery 2.3 Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s 2.4 Identify personal limitations in addressing customer needs and seek assistance from designated persons where required
3 Deliver service to customers	3.1 Provide prompt customer service to meet identified needs according to organisational requirements 3.2 Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary 3.3 Communicate with customers in a clear, concise and courteous manner 3.4 Identify opportunities to enhance the quality of service and products, and take action to improve the service whenever possible
4 Process customer feedback	4.1 Promptly recognise customer feedback and handle sensitively according to organisational and legislative requirements 4.2 Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures and legislative requirements 4.3 Identify any unmet customer needs and discuss suitability of other products/services 4.4 Support customers to make contact with other services according to organisational policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1, 4.1, 4.2, 4.4	• Understands requirements in organisational policy and procedure documents • Interprets product and service information in a range of formats to provide customer advice
Writing	4.2	• Records customer information according to organisational requirements
Oral Communication	1.1, 1.3, 1.4, 1.5, 2.1-2.4, 3.2, 3.3, 4.3	• Provides information or advice using structure and language to suit the audience • Asks questions and listens to gain information or confirm understanding
Navigate the world of work	1.1, 1.2, 3.1, 4.1, 4.2, 4.4	• Follows organisational procedures and practices relevant to own role
Interact with others	1.1, 1.3-1.5, 2.1-2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4	• Uses accepted communication practices to establish connections, build rapport and develop professional working relationships • Adjusts personal communication style in response to the opinions, values and particular needs of others
Get the work done	3.2, 3.4, 4.1- 4.3	• Addresses routine problems in familiar work contexts • Recognises opportunities to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCUS201 Deliver a service to customers	BSBCUS201B Deliver a service to customers	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS201 Deliver a service to customers

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- greet customer and establish rapport/relationship in accordance with organisational requirements
- identify customer needs using appropriate interpersonal skills
- provide prompt service to address customer needs in accordance with organisational requirements
- identify and follow up opportunities to increase the quality of service and products
- respond to and record all customer feedback according to organisational standards, policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and briefly describe key provisions of relevant legislation from all forms of government that apply to provision of customer services
- identify and explain workplace organisational policies and procedures relating to customer service and the customer service process.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- office equipment and technology
- workplace documents, organisational policies and procedures for customer service

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- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS301 Deliver and monitor a service to customers

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to individuals who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

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

Unit Sector

Stakeholder Relations – Customer Service

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 Identify customer needs	1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations 1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements 1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection

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ELEMENT	PERFORMANCE CRITERIA
	of preferred options 1.4 Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals
2 Deliver a service to customers	2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements 2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery 2.3 Sensitively and courteously handle customer complaints in accordance with organisational and legislative requirements 2.4 Provide assistance or respond to customers with specific needs according to organisational and legislative requirements 2.5 Identify and use available opportunities to promote and enhance services and products to customers
3 Monitor and report on service delivery	3.1 Regularly review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements 3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational and legislative requirements 3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements 3.4 Regularly seek customer feedback and use to improve the provision of products and services 3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2 2.1, 2.3, 2.4, 3.1, 3.5	• Comprehends textual information to determine customer service requirements • Proofreads texts for clarity of meaning and accuracy of grammar and punctuation

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Writing	2.3, 3.5	• Completes responses to customer complaints in required format • Prepares reports using sequencing, format and words to communicate recommendations clearly and effectively
Oral Communication	1.1, 1.3, 1.4, 2.2, 2.3, 2.4	• Provides information or advice using structure and language to suit the audience • Asks questions and listens to gain information or confirm understanding
Navigate the world of work	1.2, 2.1-2.4, 3.1, 3.2	• Recognises, understands and applies organisational policies and procedures relevant to role
Interact with others	1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.4	• Selects and uses appropriate communication conventions to establish connections, build rapport, seek information and develop professional working relationships • Adjusts personal communication style in response to the opinions, values and particular needs of others
Get the work done	1.2, 2.3, 2.5, 3.1-3.5	• Plans and implements systems to gather and organise information • Monitor actions and progress against goals and implements adjustments as appropriate • Uses problem-solving skills to analyse and respond to customer complaints or enquiries • Identifies and follows up on opportunities to improve work practices and outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS301 Deliver and monitor a service to customers	BSBCUS301B Deliver and monitor a service to customers	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS301 Deliver and monitor a service to customers

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use communication skills to establish rapport and build relationships with customers in accordance with organisational requirements
- identify customer needs using appropriate questioning and active listening skills
- provide customer service in accordance with organisational requirements
- respond to and record customer feedback and action taken according to organisational standards, policies and procedures
- produce a report which identifies and recommends ways to improve service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise key provisions of relevant legislation from all levels of government that may affect aspects of business operations
- explain organisational policy and procedures for customer service, including handling customer complaints
- provide examples of verifiable evidence that could be used to review customer satisfaction
- outline the interpersonal skills needed for serving customers, including customers with specific needs.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

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- office equipment and technology
- workplace documents, organisational policies and procedures for customer service
- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS401 Coordinate implementation of customer service strategies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to advise, carry out and evaluate customer service strategies.

It applies to individuals who have well developed skills and a broad knowledge of customer service strategies for addressing customer needs and problems, and who may provide guidance or delegate work related tasks to others.

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

Unit Sector

Stakeholder Relations – Customer Service

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 Advise on customer service needs	1.1 Clarify and accurately assess customer needs using appropriate communication techniques 1.2 Diagnose problems matching service delivery to customers and develop options for improved service within organisational requirements 1.3 Provide relevant and constructive advice to promote the improvement of customer service delivery

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Use business technology and/or online services to structure and present information on customer service needs
2 Support implementation of customer service strategies	2.1 Ensure customer service strategies and opportunities are promoted to designated individuals and groups 2.2 Identify and allocate available budget resources to fulfil customer service objectives 2.3 Promptly action procedures to resolve customer difficulties and complaints within organisational requirements 2.4 Ensure that decisions to implement strategies are taken in consultation with designated individuals and groups
3 Evaluate and report on customer service	3.1 Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements 3.2 Identify and report changes necessary to maintain service standards to designated individuals and groups 3.3 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of client service strategies 3.4 Maintain systems, records and reporting procedures to compare changes in customer satisfaction

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.3, 3.1	• Reviews textual information and comprehends details that relate to the interests or requirements of the client and organisation
Writing	1.4, 3.3, 3.4	• Creates a range of formal texts using structure, grammar and clear and specialised language to describe customer needs, maintain information and support a particular position
Oral Communication	1.1, 1.3, 2.1, 2.4, 3.2	• Uses pace, intonation, intelligible pronunciation and listening and questioning techniques to interact effectively with others

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Numeracy	2.2	• Recognises and interprets numerical information and performs calculations on familiar mathematical information
Navigate the world of work	1.2, 2.3, 3.1, 3.2	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1, 1.3, 2.1, 2.4, 3.2, 3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Uses a range of strategies to establish a sense of connection and build rapport with customers • Collaborates with others contributing knowledge and skills to achieve joint outcomes
Get the work done	1.2, 1.4, 2.3, 3.1- 3.4	• Applies formal and logical processes when planning and implementing tasks • Applies standard procedures when responding to familiar problems within own work context • Uses digital technologies to access, organise, present and store information relevant to own role

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS401 Coordinate implementation of customer service strategies	BSBCUS401B Coordinate implementation of customer service strategies	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS401 Coordinate implementation of customer service strategies

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the needs and priorities of the organisation in delivering services to customers
- diagnose problems in delivery of customer service
- respond to and report on customer feedback and complaints
- review client satisfaction using verifiable data
- consult and communicate effectively with relevant people
- develop and implement strategies and methods to improve customer service delivery including:
  - budgeting
  - promotion to staff
  - documentation and follow up.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the principles of customer service
- explain sources of information and techniques for identifying customer needs and reviewing customer satisfaction
- explain the organisational business structure, products and services related to customer service
- describe product and service standards and best practice models.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the customer service field of work and include access to:

- office equipment
- business technology
- organisational policies and procedures for customer service
- examples of customer complaints and feedback
- client satisfaction data
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS402 Address customer needs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage an ongoing relationship with a customer over a period of time. This includes helping customers articulate their needs and managing networks to ensure customer needs are addressed.

It applies to individuals who are expected to have detailed product knowledge in order to recommend customised solutions. In this role, individuals would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

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

Unit Sector

Stakeholder Relations – Customer Service

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 Assist customer to articulate needs	1.1 Ensure customer needs are fully explored, understood and agreed 1.2 Explain and match available services and products to customer needs 1.3 Identify and communicate rights and responsibilities of customers to the customer as appropriate

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ELEMENT	PERFORMANCE CRITERIA
2 Satisfy complex customer needs	2.1 Explain possibilities for meeting customer needs 2.2 Assist customers to evaluate service and/or product options to satisfy their needs 2.3 Determine and prioritise preferred actions 2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner
3 Manage networks to ensure customer needs are addressed	3.1 Establish effective regular communication with customers 3.2 Establish, maintain and expand relevant networks to ensure appropriate referral of customers to products and services from within and outside the organisation 3.3 Ensure procedures are in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer and the products and services available 3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services 3.5 Maintain records of customer interaction in accordance with organisational procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.1, 3.1, 3.2, 3.3, 3.4, 3.5	• Prepares written reports, up-to-date procedures and other workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2	• Clearly articulates customer's needs using language suitable to diverse audiences and employs listening and questioning techniques to confirm understanding
Navigate the world of work	3.5	• Recognises and applies organisational protocols and meets expectations associated with own work

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Interact with others	1.1-1.3, 2.1, 2.2, 3.1, 3.2	• Selects and uses appropriate communication techniques to establish and maintain positive working relationships • Establishes connections and shares information with others who can contribute to effective work outcomes
Get the work done	2.3, 2.4, 3.3-3.5	• Develops and implements plans for routine and non-routine tasks recognising the importance of aligning goals and expectations to achieve outcomes • Recognises and takes responsibility for addressing predictable and non-predictable problems in own work context • Uses digital systems to organise and store information relevant to own work

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS402 Address customer needs	BSBCUS402B Address customer needs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS402 Address customer needs

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate effectively with customers including
  - helping customers to articulate their needs and evaluate options
  - explaining products/services and how they match customer needs
  - establishing regular communication
  - explaining customer rights and responsibilities
- address customer's needs
- use organisational procedures to document customer satisfaction
- develop and maintain networks to support meeting customer needs
- identify potential difficulties in meeting customer needs and taking appropriate action.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational procedures and standards for establishing and maintaining customer service relationships
- describe informed consent
- explain consumer rights and responsibilities
- describe ways to establish effective regular communication with customers
- outline details of products or services including with reference to:
  - possible alternative products and services
  - variations within a limited product and service range.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the customer service field of work and include access to:

- office equipment and resources
- business technology
- organisational policies, procedures, quality systems, manuals and guidelines for customer management
- examples of products/services and promotional strategies
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS403 Implement customer service standards

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to quality customer service standards within an organisation.

It applies to individuals who may be frontline managers, team leaders or supervisors who have responsibility for ensuring that customer service systems and customer service standards are implemented.

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

Unit Sector

Stakeholder Relations – Customer Service

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 Contribute to quality customer service standards	1.1 Access, interpret, apply and monitor customer service standards in the workplace according to organisational standards, policies and procedures 1.2 Make contributions to the development, refinement and improvement of customer service standards, policies and processes
2 Implement customer service systems	2.1 Encourage all personnel to consistently implement customer service systems

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Review customer feedback in consultation with appropriate personnel and analyse when improving work practices 2.3 Identify customer service problems and make adjustments to ensure continued service quality 2.4 Communicate adjustments in service delivery to all those involved, within appropriate timeframes 2.5 Coordinate and manage delivery of services and products to ensure they effectively and efficiently meet agreed quality standards
3 Implement team customer service standards	3.1 Plan and implement team and work activities to meet customer needs and expectations, and to minimise inconvenience 3.2 Identify resources required to undertake team tasks while meeting required customer service levels

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 2.5	• Interprets and monitors textual information obtained from a range of sources to determine how content may fulfil customer and organisational requirements
Writing	1.2, 2.3, 2.4	• Prepares written reports, up-to-date procedures and other workplace documentation that communicate information clearly and effectively
Oral Communication	2.1, 2.4	• Clearly articulates systems and standards in a team environment using language suitable to diverse audiences and employs listening and questioning techniques to confirm understanding
Navigate the world of work	1.1, 2.4, 2.5	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.2, 2.1-2.4	• Uses the communication channel, tone and vocabulary that is appropriate to the audience and specific purpose • Collaborates with others to achieve joint outcomes
Get the work done	2.2-2.5, 3.1, 3.2	• Plans a range of routine and non-routine tasks and implements actions in accordance with plan to meet desired outcomes

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		• Addresses problems using formal analytical thinking techniques to generate possible solutions, seeking input from others as required • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS403 Implement customer service standards	BSBCUS403B Implement customer service standards	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS403 Implement customer service standards

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access, interpret, apply and monitor customer service standards
- demonstrate compliance with customer service system and standards
- make contributions to improving or adapting customer service standards to better meet the needs of the organisation and the customers
- review and analyse customer feedback and make recommendations to address issues raised, including identifying the resources required
- make adjustments to improve customer service procedures including:
  - identifying and responding to problems
  - communicating with and encouraging staff
- coordinate and manage delivery of services and products to meet standards including:
  - planning and implementing team work activities
  - managing resources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- have detailed product / service knowledge
- explain the rights and responsibilities of customers and relevant consumer law
- outline models of customer service
- explain relevant organisational procedures and standards for customer service standards and relationships.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the customer service field of work and include access to:

- office equipment
- business technology
- workplace documents and policies and procedures
- customer feedback
- consumer protection laws and regulations
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

It applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Stakeholder Relations – Customer Service

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 Plan to meet internal and external customer requirements	1.1 Investigate, identify, assess, and include the needs of customers in planning processes 1.2 Ensure plans achieve the quality, time and cost specifications agreed with customers
2 Ensure delivery of quality products and	2.1 Deliver products and services to customer specifications within

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ELEMENT	PERFORMANCE CRITERIA
services	organisation's business plan 2.2 Monitor team performance to consistently meet the organisation's quality and delivery standards 2.3 Help colleagues overcome difficulties in meeting customer service standards
3 Monitor, adjust and review customer service	3.1 Develop and use strategies to monitor progress in achieving product and/or service targets and standards 3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services 3.3 Develop, procure and use resources effectively to provide quality products and services to customers 3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups 3.5 Manage records, reports and recommendations within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.5	• Interprets and analyses textual information from a variety of sources and applies the knowledge that has been gained to evaluate standards for organisation's products and services
Writing	1.2, 3.1, 3.2, 3.3, 3.5	• Produces a range of text types to convey information, requirements or recommendations matching style of writing to purpose and audience
Oral Communication	1.1, 1.2, 2.1, 2.3, 3.2	• Clearly articulates systems and standards in a team environment using language suitable to diverse audiences • Uses listening and questioning techniques to obtain feedback and confirm understanding
Numeracy	1.2	• Interprets and comprehends mathematical information in organisation's business and customer service plans.

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Navigate the world of work	2.1, 2.2, 3.1, 3.5	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1, 2.3, 3.4	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and customers • Collaborates with others, taking into account their strengths and experience, to achieve desired outcomes • Provides support in field of expertise to team
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1-3.5	• Develops and implements plans using logical processes and monitors and evaluates progress against stated goals • Accepts responsibility for addressing complex or non-routine difficulties, applying problem solving processes in determining a solution. • Uses digital technology to access, organise and present information in a format that meets requirements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS501 Manage quality customer service	BSBCUS501C Manage quality customer service	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and manage organisational systems for quality customer service
- develop and review plans, policies and procedures for delivering and monitoring quality customer service
- implement policies and procedures to ensure quality customer service
- solve complex customer complaints and system problems that lead to poor customer service
- monitor and assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation relevant to customer service
- describe organisational policy and procedures for customer service including handling customer complaints
- identify service standards and best practice models
- summarise public relations and product promotion
- outline techniques for dealing with customers including customers with specific needs
- explain techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research

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- customer relations
- ongoing product and/or service quality
- problem identification and resolution
- quality customer service delivery
- record keeping and management methods
- strategies for monitoring, managing and introducing ways to improve customer service relationships
- strategies to obtain customer feedback.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the customer service field of work and include access to:

- legislation, regulations and codes of practice related to customer service
- business technology
- workplace documentation and resources
- complex customer complaints
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIA301 Maintain financial records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for accounting purposes.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts and may exercise discretion and judgement using appropriate theoretical knowledge of financial records.

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

Unit Sector

Finance – Financial Administration

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 Maintain daily financial records	1.1 Correctly maintain daily financial records in accordance with organisational and legislative requirements for accounting purposes 1.2 Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organisational and legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Accurately credit and debit transactions and promptly enter into journals in accordance with organisational and legislative requirements
2 Maintain general ledger	2.1 Maintain general ledger in accordance with organisational and legislative requirements 2.2 Post transactions into general ledger in accordance with organisational and legislative reporting requirements 2.3 Reconcile systems for accounts payable and receivable with general ledger 2.4 Accurately prepare trial balance from general ledger in accordance with organisational and legislative requirements
3 Monitor cash control	3.1 Ensure cash flow is accurately accounted for in accordance with organisational and legislative requirements 3.2 Make and receive payments in accordance with organisational and legislative requirements 3.3 Collect or follow up outstanding accounts within designated timelines 3.4 Check payment documentation for accuracy of information and despatch to creditors within designated timeline

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.1-3.4	• Recognises and interprets numerical and textual information to determine and complete required activities
Writing	1.3, 2.1-2.4, 3.1-3.4	• Integrates data from different sources and records numerical information in a format appropriate to context and purpose of material • Prepares clear and detailed information and instructions using format, structure and tone suitable to audience
Oral	1.2, 3.2, 3.3	• Explains financial issues and requirements clearly, using facts and examples, and uses listening and

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Communication		questioning techniques to obtain sequenced instructions
Numeracy	1.1-1.3, 2.1-2.4, 3.1-3.4	• Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals and arrange/compare numerical information
Navigate the world of work	1.1-1.3, 2.1-2.4, 3.1-3.3	• Recognises, understands and monitors adherence to legislative and organisational requirements in undertaking own work
Interact with others	3.3, 3.4	• Understands the importance of using appropriate practices and protocols when handling confidential information
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4	• Takes responsibility for own workload and monitors adherence to specified goals and timelines • Uses digital technologies to access, record, store, organise and compile data as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIA301 Maintain financial records	BSBFIA301A Maintain financial records	Updated to meet Standards for Training Packages Minor edits to clarify meaning of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIA301 Maintain financial records

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- maintain daily transactions and identify and respond to discrepancies and errors
- transfer and record financial data accurately
- reconcile expenditures and revenue in a timely manner.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, codes of practice and national standards that may affect financial record keeping
- discuss organisational policies and procedures relating to maintaining financial records
- define credits/creditors and debits/debtors
- describe principles of double entry bookkeeping and accrual accounting
- identify methods of presenting financial data.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software
- examples of source documents relating to financial record keeping
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIA303 Process accounts payable and receivable

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable.

It applies to individuals employed in a range of work environments supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.

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

Unit Sector

Finance – Financial Administration

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 Maintain financial journal systems	1.1 Check source documents for accuracy and appropriate authorisation 1.2 Refer errors and discrepancies in source documents for resolution in accordance with organisational policy and procedures 1.3 Enter transactions into cash and credit journal system in accordance with organisational policy and procedures and relevant

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ELEMENT	PERFORMANCE CRITERIA
	legislation and compliance requirements 1.4 Total credit journals in accordance with organisational policy and procedures
2 Prepare bank reconciliations	2.1 Check cash journals against bank statements to identify differences 2.2 Update cash journals with relevant data from bank statement/s 2.3 Identify discrepancies and refer to appropriate staff member, organisation or agency 2.4 Total cash journals in accordance with organisational policy and procedures 2.5 Prepare regular reconciliation reports within designated timelines
3 Maintain accounts payable and accounts receivable systems	3.1 Enter transactions into individual accounts payable and accounts receivable in accordance with organisational policy and procedures and accounting requirements 3.2 Prepare schedules of accounts payable and accounts receivable for reconciliation purposes and in accordance with organisational requirements 3.3 Reconcile accounts payable and accounts receivable schedules with journal data or general ledger and in accordance with organisational requirements
4 Process payments for accounts payable	4.1 Reconcile accounts payable statements with accounting records and in accordance with organisational policy and procedures 4.2 Check payment documentation for accuracy of information and discrepancies and rectify errors in accordance with organisational requirements
5 Prepare statements for accounts receivable	5.1 Produce and check accounts receivable statements for accuracy in accordance with organisational policy and procedures 5.2 Rectify discrepancies and statements despatched within designated timelines
6 Follow up outstanding accounts	6.1 Maintain accounts receivable ledger system in accordance with organisational requirements and to reflect current credit situation 6.2 Conduct aged-analysis of accounts receivable to identify outstanding accounts and to determine collection procedures in accordance with organisational requirements 6.3 Report or follow up outstanding accounts in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational policy and procedures 6.4 Monitor and review credit terms in accordance with credit policy and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.5, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1-6.4	• Interprets textual information from a range of sources to confirm all necessary job requirements • Checks documents to identify errors or discrepancies
Writing	1.2-1.4, 2.1-2.5, 3.1-3.3, 4.1, 4.2, 5.2, 6.1-6.4	• Prepares a range of clear documentation using relevant format, grammatical structure and vocabulary suitable to audience
Oral Communication	1.2, 2.3, 6.3	• Uses questioning and listening techniques to clarify information • Explains information clearly using appropriate terminology and tone
Numeracy	1.1-1.4, 2.1-2.5, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1-6.4	• Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals • Arranges/compares numerical information
Navigate the world of work	1.1-1.4, 2.4, 2.5, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1-6.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	1.2, 2.3, 6.3	• Seeks the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Plays an active role in workgroup discussions, paying some attention to the perspective of others
Get the work done	1.2-1.4, 2.1-2.5, 3.1-3.3, 4.1-4.3, 5.1, 5.2, 6.1-6.4	• Plans a range of routine and non-routine tasks recognising stated goals and aiming to achieve them within specified timeframes • Recognises predictable problems and applies formal problem-solving processes or seeks advice from

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		others, as relevant • Automatically implements standard procedures for routine decisions • Uses digital technologies to access, record, store, organise and compile data and present reports as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIA303 Process accounts payable and receivable	BSBFIA303 Process accounts payable and receivable	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIA303 Process accounts payable and receivable

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- accurately enter data into journal and subsidiary ledger system
- maintain journals and subsidiary ledger systems
- reconcile subsidiary ledger system with journal or general ledger data
- complete all tasks in accordance with legal and organisational responsibilities, within scope of own responsibility.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list key provisions of relevant legislation and regulations, standards and codes of practice that may affect aspects of financial operations
- briefly describe the organisational accounting systems and procedures
- explain how to check for errors or discrepancies
- list and describe tasks that are outside own scope of responsibility.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software
- examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary legers

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- workplace reference materials such procedural manuals and company policy
- case studies and, where possible, real situations..

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBFIA402 Report on financial activity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of financial reports.

This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

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

Unit Sector

Finance – Financial Administration

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 Compile financial information and data	1.1 Collect, evaluate and code current financial data to ensure consistency, quality and accuracy in accordance with organisational requirements 1.2 Use conversion and consolidation procedures to compile analysis in accordance with organisational requirements 1.3 Make, record and disclose asset and liability valuations in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational requirements 1.4 Ensure that discrepancies, unusual features or queries are identified, resolved or referred to the appropriate authority
2 Prepare statutory requirement reports	2.1 Correctly record income and expenditure to ensure compliance with statutory requirements 2.2 Calculate liabilities for tax in accordance with current legislation and revenue gathering practices 2.3 Correctly identify relevant receipts, revenue documentation and payments 2.4 Ensure that statements and claims take full advantage of available benefits and allowances in accordance with statutory requirements 2.5 Submit statutory requirement reports to appropriate authorities within stated deadlines
3 Provide financial business recommendations	3.1 Ensure that recommendations are logically derived and supported by evidence in report 3.2 Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3 Ensure recommendations are concise and facilitate direction and control of organisation's operations 3.4 Identify and prioritise significant issues in statements including comparative financial performances for review and decision making 3.5 Ensure structure and format of reports are clear and conform to organisational and statutory requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.5, 3.1-3.5	• Compares and analyses information from a range of sources varying in complexity to determine and complete financial requirements
Writing	1.1-1.4, 2.1, 2.2, 2.4,	• Records numerical and textual information incorporating required financial language organising

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	2.5, 3.1-3.5	data in a manner that supports the format and purpose of the document
Oral Communication	1.4, 3.2, 3.3	• Presents financial issues and requirements clearly, succinctly and based on own findings using language appropriate to audience and environment • Exchanges and obtains information from others by listening and questioning
Numeracy	1.1-1.4, 2.1-2.5, 3.1, 3.4, 3.5	• Establishes criteria and categories for financial management purposes and monitors activities on a regular basis • Uses a wide range of mathematical calculations to interpret and arrange/compare numerical information in order to comply with requirements
Navigate the world of work	1.1-1.4, 2.1-2.5, 3.1, 3.3, 3.5	• Recognises, understands and applies applicable legislation, industry standards and organisational policies and procedures in the conduct of own work
Interact with others	1.4, 2.5	• Selects and uses appropriate conventions and protocols when communicating with external stakeholders to supply required information
Get the work done	1.1-1.4, 2.1, 2.2, 2.5, 3.4	• Uses formal and logical processes to plan and complete tasks, achieving timelines and organisational requirements • Uses analytical skills to identify discrepancies, attempts to resolves the issues within the context of own responsibilities and, where appropriate, consults with more experienced colleagues for assistance • Uses a range of digital technologies to access, record, store, organise, compile, analyse and present complex data from multiple sources of information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIA402 Report on financial activity	BSBFIA402A Report on financial activity	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBFIA402 Report on financial activity

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- organise and present financial data including budget variances, budgets and forecasts, cash flow/profit reports, balance sheets, financial year reports, operating statements, expenditure and receipts and profit and loss statements to highlight relevant features and meet workplace requirements
- use conversion and consolidation procedures such as moving averages, standardised variables, trend analysis and unit costs
- identify, resolve or refer discrepancies such as absence of auditable trail, expenditure report mismatches, incorrect payments and unreconciled cash flows
- record income and expenditure to meet statutory requirements
- calculate liabilities for tax including completing Business Activity Statements
- provide financial business recommendations
- apply knowledge of relevant legislation and regulations
- perform double entry bookkeeping and accrual accounting.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of legislation, regulation and codes of practice relevant to financial operations
- describe the techniques used for forecasting and analysis
- identify the options, methods and practices for deductions, benefits and depreciations.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer with relevant software
- examples of financial data, reports and documents
- workplace financial policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake financial management within a work team in an organisation. It 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.

It applies to managers in a wide range of organisations and sectors who have responsibility for ensuring that work team financial resources are used effectively and are managed in line with financial objectives of the team and organisation.

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

Unit Sector

Finance - Financial Management

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 Plan financial management approaches	1.1 Access budget/financial plans for the work team 1.2 Clarify budget/financial plans with relevant personnel within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3 Negotiate any changes required to be made to budget/financial

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ELEMENT	PERFORMANCE CRITERIA
	plans with relevant personnel within the organisation 1.4 Prepare contingency plans in the event that initial plans need to be varied
2 Implement financial management approaches	2.1 Disseminate relevant details of the agreed budget/financial plans to team members 2.2 Provide support to ensure that team members can competently perform required roles associated with the management of finances 2.3 Determine and access resources and systems to manage financial management processes within the work team
3 Monitor and control finances	3.1 Implement processes to monitor actual expenditure and to control costs across the work team 3.2 Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3 Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4 Report on budget and expenditure in accordance with organisational protocols
4 Review and evaluate financial management processes	4.1 Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team 4.2 Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3 Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.3, 3.1-3.4, 4.2, 4.3	• Interprets and analyses information to determine activities required

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Writing	1.1, 1.4, 4.1-4.3	• Records information in correct forms and prepares materials which convey detailed and factual content in accordance with internal procedures
Oral Communication	1.2, 1.3, 2.1-2.3	• Presents information about financial issues and requirements to a range of audiences using structure and language to suit the audience • Uses active listening and questioning to clarify information and to confirm understanding
Numeracy	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1-4.3	• Uses a wide range of mathematical calculations to analyse numeric information in budgets or financial plans
Navigate the world of work	2.2, 3.3, 3.4, 4.3	• Recognises, understands and adheres to organisational requirements in undertaking own work
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 2.3, 4.2, 4.3	• Uses a range of strategies to connect, collaborate and cooperate with other work colleagues in activities requiring collective effort and diverse skills and knowledge
Get the work done	1.1, 1.4, 2.3, 3.1-3.4, 4.1-4.3	• Uses logical processes in planning, implementing and evaluating complex tasks and developing alternative strategies in achieving goals and timelines • Uses a range of digital technologies to access, filter, compile, integrate and logically present complex information from multiple sources

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIM501 Manage budgets and financial plans	BSBFIM501A Manage budgets and financial plans	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use financial skills to work with and interpret budgets, ageing summaries, cash flow, petty cash, Goods and Services Tax (GST), and profit and loss statements
- communicate with relevant people to clarify budget/financial plans, negotiate changes and disseminate information
- prepare, implement and modify financial contingency plans
- monitor expenditure and control costs
- support and monitor team members
- report on budget and expenditure
- review and make recommendations for improvements to financial processes
- meet record keeping requirements for the Australian Taxation Office (ATO) and for auditing purposes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe basic accounting principles
- identify and explain the relevant legislation and current requirements of the Australian Taxation Office, including the Goods and Services Tax (GST)
- explain the key requirements for financiall record keeping and auditing
- describe the principles and techniques involved in managing:
  - budgeting
  - cash flows
  - electronic spreadsheets

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- GST
- ledgers and financial statements
- profit and loss statements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- resources and documentation used in the workplace
- workplace policies and procedures
- workplace budgets and financial plans
- business technology
- case studies and, where available, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFLM303 Contribute to effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather information and maintain effective relationships and networks, with particular regard to communication and representation.

This unit applies to individuals who use leadership skills including motivation, mentoring and coaching to develop efficient, effective and unified teams and facilitate communication between team members and management of the organisation.

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

Unit Sector

Management and Leadership – Frontline Management

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 Seek, receive and communicate information and ideas	1.1 Collect information associated with the achievement of work responsibilities from appropriate sources 1.2 Communicate ideas and information to diverse audiences in an appropriate and sensitive manner 1.3 Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Facilitate consultation processes to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team 1.5 Promptly deal with and resolve issues raised, or refer them to relevant personnel
2 Encourage trust and confidence	2.1 Treat people with integrity, respect and empathy 2.2 Encourage effective relationships within the framework of the organisation's social, ethical and business standards 2.3 Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance 2.4 Adjust interpersonal styles and methods in relation to the organisation's social and cultural environment
3 Identify and use networks and relationships	3.1 Identify and utilise workplace networks to help build relationships 3.2 Identify and describe the value and benefits of networks and other work relationships for the team and the organisation
4 Contribute to positive outcomes	4.1 Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements 4.2 Support colleagues in resolving work difficulties 4.3 Regularly review workplace outcomes and implement improvements in consultation with relevant personnel 4.4 Identify and resolve poor work performance within own level of responsibility and according to organisational policies 4.5 Deal constructively with conflict, within the organisation's established processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 1.5, 4.3	• Comprehends textual information to determine regulatory requirements and adhere to job processes

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		and internal policies
Writing	1.1-1.5, 4.3, 4.4, 4.5	• Uses appropriate language to record key information related to the outcomes of the job • Varies writing style to meet requirements of audience and purpose
Oral Communication	1.2-1.5, 2.1, 2.2, 2.4, 3.1, 4.2-4.5	• Speaks clearly using tone and pace appropriate for the audience and purpose • Uses appropriate techniques, including active listening and questioning, to clarify information and to confirm understanding
Navigate the world of work	1.3, 2.1, 2.2, 2.4, 4.1, 4.4, 4.5	• Takes personal responsibility for adherence to explicit and implicit organisational policies, procedures, standards and legislative requirements within own job role and in all interactions with others
Interact with others	1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4 4.2, 4.3, 4.4, 4.5	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to build rapport, establish networks, seek or share information, • Adjusts personal communication style in response to a diverse range of individuals in the work context • Uses collaborative techniques to engage team members in consultations and negotiations • Implements strategies to respond appropriately to conflict and poor work performance
Get the work done	1.1, 1.3, 1.4,1.5, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for effective outcomes • Uses formal analytical thinking techniques and broad ranging consultative processes to identify issues and implement a constructive approach to solutions and improvement opportunities • Uses familiar digital technologies and systems to access, present and communicate information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM303 Contribute to effective workplace	BSBFLM303C Contribute to effective workplace	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
relationships	relationships		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFLM303 Contribute to effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access and analyse information to achieve planned outcomes
- apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- review and improve workplace outcomes in consultation with relevant personnel
- adjust interpersonal style and communications to respond to cultural and social diversity
- apply relationship management and communication skills with a range of people that:
  - demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
  - forge effective relationships with internal and/or external people and help to maintain these networks
  - encourage participation and foster contribution of and respect for ideas and feedback
  - provide support to colleagues to resolve difficulties.
- communicate ideas and information to diverse audiences
- develop networks and build team relationships.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of how work relationships and the cultural and social environment can support or hinder achieving planned outcomes
- explain techniques for developing positive work relationships and building trust and confidence in a team
- identify relevant legislation from all levels of government that affects business operation

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- describe a range of methods and techniques for communicating information and ideas to a range of stakeholders
- outline problems solving methods
- explain methods to resolve workplace conflict
- explain methods to manage poor work performance
- explain how to monitor, analyse and introduce ways to improve work relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant legislation and regulations
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFLM305 Support operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to provide support for operational practices and procedures within the organisation's productivity and profitability plans. This includes contributing to the operational plan, assisting in recruiting employees and acquiring resources, and monitoring and adjusting operational performance.

It applies to individuals who use planning and analytical skills to achieve the measurable, stated objectives of the team and the organisation. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.

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

Unit Sector

Management and Leadership – Frontline Management

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 Contribute to implementation of operational plan	1.1 Collect and record details of resource requirements and report to relevant personnel 1.2 Ensure the operational plan contributes to the achievement of the organisation's performance and business plan 1.3 Identify key performance indicators to measure own and work

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ELEMENT	PERFORMANCE CRITERIA
	team's performance 1.4 Undertake contingency planning as required 1.5 Support the development and presentation of proposals for resource requirements as necessary
2 Assist in recruiting employees and acquiring resources	2.1 Assist with employee recruitment and/or induction as required, within the organisation's policies, practices and procedures 2.2 Acquire physical resources and services according to the organisation's policies, practices and procedures, and in consultation with relevant personnel
3 Support operations	3.1 Identify and utilise performance systems and processes to assess team progress in achieving plans and targets 3.2 Compare actual productivity and performance with identified short-term budgets, targets and performance results 3.3 Identify and report unsatisfactory performance to relevant personnel, to enable action to be taken to rectify situation 3.4 Provide coaching to support individuals and teams to use resources effectively, economically and safely 3.5 Support consultation processes for development and/or variation of the operational plan as required 3.6 Present recommendations for variation to operational plans to relevant personnel 3.7 Follow performance systems, procedures and recording processes in accordance with organisation requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.4	• Contributes to ongoing organisational improvement by training others to uses resources appropriately
Reading	1.1-1.3, 2.1, 2.2, 3.1, 3.2, 3.7	• Interprets information from a range of familiar texts

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Writing	1.1, 1.4, 1.5, 3.3, 3.6	• Uses appropriate vocabulary and grammatical structures to achieve precise meaning in a range of documentation
Oral Communication	1.1, 2.1, 2.2, 3.3-3.6	• Articulates information concisely using appropriate terminology, tone and style • Uses questioning and listening techniques to exchange and clarify information
Numeracy	1.1, 1.2, 2.2, 3.2, 3.4	• Interprets and analyses numerical information to support resource acquisition and broader business plan
Navigate the world of work	2.1, 2.2, 3.7	• Adheres to organisational policies and procedures and understands and meets expectations associated with own role
Interact with others	1.5, 2.1, 3.4-3.6	• Selects and uses appropriate conventions and protocols when communicating with relevant personnel • Collaborates and cooperates with others to achieve joint outcomes
Get the work done	1.1-1.4, 3.1, 3.3	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for effective outcomes • Makes routine decisions and implements standard procedures for routine tasks • Recognises and responds to predictable routine problems related to role in the immediate work context

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM305 Support operational plan	BSBFLM305C Support operational plan	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFLM305 Support operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- assist in planning resource acquisition and usage including human resources, risk management and contingency planning
- share information and support members of the work team to achieve plans and targets
- monitor, analyse and report individual and team performance against identified targets.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the processes used to plan and acquire resources
- summarise organisational recruitment and induction processes
- explain the relationship between key performance indicators and achievement of the operational plan
- explain the role of contingency planning in supporting the operational plan
- identify systems and processes for monitoring and reporting performance
- identify alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- identify relevant legislation, regulations, standards or codes of practice that may affect the operational plan
- identify the organisational policies, practices and procedures relevant to implementation of the operational plan.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant legislation and regulations
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFLM306 Provide workplace information and resourcing plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to support the information management system. It involves the identification, acquisition, initial analysis and use of appropriate workplace information.

It applies to individuals who use organisational and analytical skills to support business and resource planning processes. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.

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

Unit Sector

Management and Leadership – Frontline Management

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 Locate relevant information	1.1 Identify and locate information required by teams 1.2 Acquire and review information according to organisational procedures 1.3 Apply plans and procedures to obtain information which is not immediately available/accessible

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ELEMENT	PERFORMANCE CRITERIA
2 Collect and report information	2.1 Collect information relevant to the needs of teams in an adequate and timely manner 2.2 Ensure information acquired is in a format suitable for analysis, interpretation and dissemination 2.3 Use information to identify and report relevant trends and developments to relevant personnel, within the limits of own role
3 Use information systems	3.1 Effectively use management information systems to store and retrieve data 3.2 Use available technology to manage information effectively 3.3 Report recommendations for improving information system to designated persons and/or groups
4 Support preparation of business plan and/or budgets	4.1 Effectively utilise the contribution of the work team when preparing business plans and/or budgets to gain support for outcomes 4.2 Present and record information to support preparation of business plans and/or budgets in accordance with organisation's guidelines and requirements 4.3 Follow contingency plans when alternative action is required
5 Support preparation of resource proposals	5.1 Consult with colleagues to collect resource planning data as required 5.2 Report estimated resource needs and usage according to organisational requirements as necessary 5.3 Facilitate resourcing within limits of own role

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.3, 3.1, 4.2, 4.3, 5.2	• Interprets information from a range of familiar texts including organisational policies and procedures
Writing	2.2, 2.3, 3.1, 3.3,	• Uses appropriate vocabulary and formats to achieve precise meaning in a range of documentation

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	4.1, 4.2, 5.2	
Oral Communication	2.3, 3.3, 4.1, 5.1	• Provides information using terminology and style appropriate to context and audience • Uses questioning and listening techniques to exchange and clarify information
Numeracy	1.1, 1.2, 2.1-2.3, 4.1, 4.2, 5.1, 5.2	• Interprets and analyses numerical information to identify budgetary requirements
Navigate the world of work	1.2, 1.3, 4.2, 5.2	• Adheres to organisational protocols and procedures and understands the nature and purpose of own role and associated responsibilities
Interact with others	3.3, 5.1	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Seeks to cooperate with others to achieve results in immediate work context
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1-3.3, 4.1, 4.3, 5.1, 5.3	• Takes responsibility for planning and organising tasks required to achieve required outcomes • Makes routine decisions based on implementation of standard plans and procedures • Collects and analyses information efficiently to develop recommendations for improvements and perform resourcing tasks • Uses digital systems and tools to access, store and retrieve data and manage information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM306 Provide workplace information and resourcing plans	BSBFLM306C Provide workplace information and resourcing plans	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFLM306 Provide workplace information and resourcing plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use management information system to collect, store and retrieve data to support the preparation of business plans and/or budgets
- involve the work team in planning and budget preparation
- estimate resource needs and usage according to organisational requirements and allocating or acquiring resources within limits of own role.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe information contained in management information systems
- discuss basic financial concepts relating to operational plans and budgets
- list the main requirements of a business plan
- outline data required to prepare resource proposals
- outline methods to gain efficiencies in operational resource management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others
- business technology.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFLM309 Support continuous improvement systems and processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to support the organisation's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, monitoring and reporting on specified outcomes and supporting opportunities for further improvements.

It applies to individuals with roles of responsibility who use initiative, organisational and communication skills to influence the ongoing development of the organisation.

At this level, work will normally be carried out within known routines, methods and procedures, and may also involve complex or non-routine activities that require some discretion and judgement.

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

Unit Sector

Management and Leadership – Frontline Management

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 Contribute to continuous improvement systems and processes	1.1 Actively encourage and support team members to participate in decision-making processes and to assume responsibility and exercise initiative

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Communicate the organisation's continuous improvement processes to individuals and teams 1.3 Effectively utilise mentoring and coaching to ensure that individuals/teams are able to support the organisation's continuous improvement processes
2 Monitor and report specified outcomes	2.1 Utilise the organisation's systems and technology to monitor team progress and to identify ways in which planning and operations could be improved 2.2 Apply continuous improvement techniques and processes to improve customer service
3 Support opportunities for further improvement	3.1 Communicate agreed recommendations for improvements in achieving the business plan to team members 3.2 Document and use work performance to identify opportunities for further improvement 3.3 Maintain records, reports and recommendations for improvement within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.3	• Contributes to ongoing organisational improvement by mentoring others to support continuous improvement processes
Reading	2.1, 3.3	• Interprets everyday workplace documentation
Writing	1.2, 3.1-3.3	• Uses appropriate vocabulary and grammatical structures to achieve precise meaning in a range of documentation
Oral Communication	1.1-1.3, 3.1	• Articulates information in a positive manner using appropriate terminology, tone and style appropriate to context and audience • Uses questioning and listening techniques to exchange and clarify information

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Navigate the world of work	1.2, 3.3	• Understands the nature and purpose of own role and associated responsibilities and how own role meshes with others and contributes to broader work goals • Takes responsibility for adherence to organisational processes and systems
Interact with others	1.2, 1.3	• Shares information and resources, offers assistance voluntarily and facilitates effective group interactions
Get the work done	2.1, 2.2, 3.2, 3.3	• Takes responsibility for routine low-impact decisions within familiar situations • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Uses a range of digitally based technology and applications to organise, monitor, manage and communicate relevant information effectively

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM309 Support continuous improvement systems and processes	BSBFLM309C Support continuous improvement systems and processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFLM309 Support continuous improvement systems and processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- perform actions to support continuous improvement including:
  - using work performance to identify improvement
  - adjusting plans to reflect changes
  - communicating effectively with all stakeholders
  - using technology to monitor operational progress
  - applying suitable recordkeeping processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques relating to:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- describe the benefits of continuous improvement
- list quality approaches which the organisation may implement
- explain methods that can be used in continuous improvement
- outline barriers to continuous improvement
- explain recording, reporting and recommendation processes to facilitate continuous improvement applied within the organisation.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFLM312 Contribute to team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation.

It applies to individuals who play a prominent part in motivating, mentoring, coaching and developing team cohesion through team leadership and forming the link between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve complex or non-routine activities that require some discretion and judgement.

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

Unit Sector

Management and Leadership – Frontline Management

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 Contribute to team outcomes	1.1 Consult team members to identify team purpose, roles, responsibilities, goals, plans and objectives 1.2 Support team members to meet expected outcomes

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ELEMENT	PERFORMANCE CRITERIA
2 Support team cohesion	2.1 Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility 2.2 Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward team members' efforts and contributions 2.4 Identify and address issues, concerns and problems identified by team members, or refer to relevant persons as required
3 Participate in work team	3.1 Actively encourage and support team members to participate in team activities and communication processes and to take responsibility for their actions 3.2 Support the team to identify and resolve problems which impede its performance 3.3 Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers
4 Communicate with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues to line manager/management and follow up to ensure action is taken in response to these matters

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing	2.3, 2.4, 4.2, 4.3	• Uses appropriate vocabulary, grammatical structures and conventions to communicate information, matching style to purpose and audience
Oral	1.1, 1.2, 2.1-2.4, 3.1,	• Presents ideas and seeks feedback from others using vocabulary and non-verbal features appropriate to the

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Communication	3.2, 4.1-4.3	audience • Participates in open discussions to elicit the views of others by asking questions and listening to responses
Navigate the world of work	1.1	• Ensures that team members are aware of their rights and responsibilities in the workplace, including workplace safety
Interact with others	1.1, 1.2, 2.1-2.4, 3.1, 3.2, 4.1-4.3	• Collaborates, supports and cooperates with others to achieve work outcomes, and encourages others to do the same • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Recognises importance of own interpersonal skills in projecting a positive image to others in work context • Understands the need to modify own communication style to accommodate individual differences
Get the work done	1.1, 2.4, 4.1, 4.3	• Plans and implements tasks required to achieve required outcomes • Recognises and responds to problems related to role and seeks assistance when problems are beyond immediate responsibilities

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM312 Contribute to team effectiveness	BSBFLM312C Contribute to team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFLM312 Contribute to team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- discuss and clarify goals and responsibilities with a team of people
- apply management and communication skills with a range of people that:
  - provides direction and leadership
  - assists individuals to achieve goals
  - motivates and builds team cohesion
  - fosters contribution of and respect for ideas
- apply techniques for resolving problems within organisational and legislative requirements
- communicate effectively with management including escalating problems outside own area of responsibility
- manage communication of information to, and between, the team.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list organisational goals, objectives and plans that relate to the team
- identify legislation, regulations, standards or codes of practice that may impact team performance and outcomes
- describe the organisational structure with reference to the organisational chart
- describe options for addressing performance issues in the organisation
- explain the principles and techniques of:
  - group dynamics and processes
  - motivation

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  - negotiation
- explain why considering individual behaviour and differences is important to a manager.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant workplace documentation and resources
- relevant legislation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM404 Review human resource functions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake research that supports work across a range of human resource functional areas.

It applies to individuals who require a broad understanding of human resource functions, associated policy frameworks and the administrative requirements to support these functions and policies.

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

Unit Sector

Workforce Development – Human Resource Management

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 Research human resources functions	1.1 Review business strategy and human resource strategy, clarify human resource issues for review, and document scope of review 1.2 Identify local, state or territory, national and international human resource networks for human resource professionals 1.3 Identify information sources for human resource data and information 1.4 Select a research strategy suitable to the topic and consult with

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ELEMENT	PERFORMANCE CRITERIA
	relevant personnel 1.5 Undertake research and review research findings
2 Review policy and procedures frameworks	2.1 Locate policies and procedures relevant to the organisation 2.2 Analyse strengths and weaknesses of policies and procedures 2.3 Consider legislation, regulations and standards that apply to the policies and procedures and the organisation 2.4 Identify sustainability issues that relate to human resource functions
3 Apply ethical framework	3.1 Review ethical requirements associated with the human resource function under review 3.2 Consider ethical obligations of human resource personnel working in the area under review 3.3 Document behaviours associated with working ethically in the area under review
4 Analyse human resource metrics	4.1 Select appropriate technology to gather workforce data and information to review human resource functions 4.2 Identify sources of workforce data 4.3 Collate and analyse data and establish key trends and critical information
5 Report research outcomes	5.1 Identify options for change suited to the organisation's culture, and any possible change barriers 5.2 Collate, analyse and document key findings of the review 5.3 Write report on outcomes of research 5.4 Develop recommendations for change

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1- 2.3, 3.1, 4.1, 4.3	• Critically evaluates and applies content from a range of structurally complex texts

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Writing	1.1, 3.3, 4.3, 5.2-5.4	• Develops a range of documentation using tone, structure and language suited to context and audience
Oral Communication	1.1, 1.4	• Asks questions to gather information and listens carefully to evaluate information • Uses appropriate vocabulary and tone in consultation process
Navigate the world of work	2.1-2.3, 3.1, 3.2	• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.4	• Selects and uses appropriate conventions and protocols when communicating with relevant personnel • Forms connections with others who can contribute to effective work outcomes
Get the work done	1.2-1.5, 2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 5.1	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations • Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking • Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM404 Review human resource functions	BSBHRM404A Review human resources functions	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent unit

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Links

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Assessment Requirements for BSBHRM404 Review human resource functions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare reports reviewing key human resource functions applying all ethical, organisational and legislative considerations
- use appropriate technology to collect and analyse workforce data.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of legal and compliance requirements that apply to the organisation
- summarise relevant organisational policy and procedure frameworks
- summarise relevant ethical parameters
- explain how information technology can help analyse human resource metrics
- outline the roles and responsibilities of human resource practitioners.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- business and human resource strategies
- human resource policies and procedures, including ethical framework
- relevant legislation, regulations and codes of practice
- workforce data
- business technology

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to execute tasks associated with the recruitment cycle and apply in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

This unit applies to individuals who support recruitment, selection and induction functions under the direction of a human resource manager.

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

Unit Sector

Workforce Development – Human Resource Management

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 Plan for recruitment	1.1 Obtain approval to fill position, clarify time lines and requirement for appointment 1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations 1.3 Consult with relevant personnel about job descriptions and

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ELEMENT	PERFORMANCE CRITERIA
	workforce strategy 1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce 1.5 Obtain approvals to advertise position
2 Plan for selection	2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool 2.2 Advertise vacancies for staffing requirements according to organisational policies and procedures 2.3 Consult with relevant personnel to convene selection panel and develop interview questions 2.4 Assist in ensuring that interview questions comply with legislative requirements 2.5 Assist in short-listing applicants 2.6 Schedule interviews and advise relevant people of times, dates and venues
3 Support selection process	3.1 Participate in interview process and assess candidates against agreed selection criteria 3.2 Discuss assessment with other selection panel members 3.3 Correct biases and deviations from agreed procedures and negotiate for preferred candidate 3.4 Contact referees for referee reports 3.5 Prepare selection report and make recommendations to senior personnel for appointment 3.6 Advise unsuccessful candidates of outcomes and respond to any queries 3.7 Secure preferred candidate's agreement 3.8 Complete necessary documentation according to organisational procedures, observing confidentiality and privacy requirements
4 Induct successful candidate	4.1 Provide successful candidate with employment contract and other documentation 4.2 Advise manager and work team of new appointment 4.3 Advise managers and staff of candidate's starting date and make necessary administrative arrangements for pay and employee record keeping 4.4 Arrange successful candidate's induction according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.4, 2.5	• Synthesises ideas, concepts and specific information from workplace and regulatory texts to inform development of workplace documents • Evaluates information to make judgements
Writing	1.1, 1.2, 1.5, 2.2, 3.5, 3.6, 3.8, 4.2, 4.3	• Produces a range of text types using specific information, workplace conventions and templates
Oral communication	1.1, 1.3, 1.5, 2.3, 2.5, 3.1-3.5. 3.7	• Asks questions and listens carefully to gather, interpret or evaluate information • Uses appropriate vocabulary to present ideas or persuasive arguments
Navigate the world of work	1.2, 1.4, 2.4, 3.3, 3.8, 4.1, 4.4	• Applies workplace protocols, legislation or regulations relevant to own responsibilities
Interact with others	1.3, 2.3, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with personnel, candidates or referees • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	2.1, 2.3, 2.6, 4.1, 4.3, 4.4	• Selects and uses digital technology to access, enter, store and retrieve information in accordance with security requirements • Takes responsibility for planning and implementing tasks for efficient and effective outcomes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM405 Support the recruitment, selection and induction of staff	BSBHRM405A Support the recruitment, selection and induction of staff	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare job descriptions
- use job descriptions to support sourcing, selecting and appointing suitable staff
- use different advertising channels to promote vacancies and/or establish a potential talent pool
- consult with managers to gain approvals
- develop selection criteria and interview questions in consultation with relevant personnel
- schedule interviews and advise relevant people of times, dates and venues
- participate in interviews and other selection techniques including assessing candidates against selection criteria to short list them
- obtain referees' reports
- prepare and distribute a selection report including feedback to give unsuccessful candidates
- advise unsuccessful candidates of the results
- secure preferred candidate’s agreement and provide an employment contract
- advise other staff of the successful candidate and arrange induction.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify documentation required for recruitment, selection and induction
- explain human resources life cycle and the place of recruitment and selection
- identify legislation relevant to recruitment, selection and induction of staff
- describe channels and technology to advertise vacancies

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- explain a range of interviewing techniques and other selection processes and their application.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- workplace policies and procedures
- business technology
- position descriptions
- legislation, regulations, Codes and Standards relevant to staff recruitment, selection and induction
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM502 Manage human resource management information systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage human resource information systems from the research and planning stages, through selection of appropriate systems, to implementation, ongoing review and system upgrades.

It applies to individuals with a well-established, sound theoretical knowledge base in human resource management and human resource information systems (HRIS) who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team. They may or may not have staff who report to them, but they are authorised to oversee the HRIS.

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

Unit Sector

Workforce Development – Human Resource Management

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 Identify human resource information requirements	1.1 Collect, collate and document information requirements of users 1.2 Identify communication processes to support user needs 1.3 Agree on information requirements and communication

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ELEMENT	PERFORMANCE CRITERIA
	processes with users and relevant managers 1.4 Develop a draft information systems management plan with agreed review mechanisms, timeframe and criteria 1.5 Specify information requirements in a clear and concise manner 1.6 Ensure information requirements are consistent with organisational objectives and policies 1.7 Identify resources required to meet the information requirements within budget parameters
2 Select human resource information management system	2.1 Agree on selection criteria for the information management system with relevant groups and individuals 2.2 Ensure that selection criteria for the system has the capability to meet organisation's objectives, policies and budget parameters 2.3 Evaluate potential systems against the criteria 2.4 Undertake cost benefit and risk analysis in relation to the systems which meet the selection criteria 2.5 Establish preferences for the system and provide selection report to senior managers 2.6 Ensure preferred system is capable of being customised to meet organisation and user requirements
3 Implement human resource information system	3.1 Develop implementation plan with users, other relevant groups and individuals 3.2 Confirm implementation plan's roles and responsibilities with individuals and groups involved 3.3 Assign resources to meet implementation plan timeframe, quality and other objectives 3.4 Modify implementation schedule to resolve any problems arising 3.5 Ensure groups and individuals contribute to implementation in accordance with plan objectives
4 Monitor and evaluate performance of human resource information system	4.1 Monitor information system performance and prepare performance reports 4.2 Obtain feedback from users about the system 4.3 Benchmark system performance and technical specifications against other systems, and latest trends and developments 4.4 Analyse performance gaps and current strategies and introduce

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ELEMENT	PERFORMANCE CRITERIA
	improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 1.6, 1.7, 2.2-2.4, 2.6, 3.3, 3.5, 4.1, 4.3, 4.4	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and organisational requirements
Writing	1.1, 1.3-1.5, 2.1, 2.5, 3.1, 3.3, 3.4, 4.1, 4.3, 4.4	• Demonstrates clear writing skills by selecting appropriate conventions and stylistic devices to express precise meaning relevant to context and audience
Oral Communication	1.3, 1.5, 2.1, 3.1, 3.2, 4.2	• Draws on a repertoire of open questioning and active listening to obtain feedback and confirm requirements • Uses appropriate terminology and non-verbal features to explain requirements
Numeracy	1.4, 1.7, 2.4	• Completes basic calculations to determine time taken to complete work within predetermined timelines • Prepares basic estimates, cost benefit and risk analyses according to pre-existing budgets
Navigate the world of work	1.6, 2.2, 2.6	• Adheres to all relevant organisational policies and procedures, and considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.3, 2.1, 3.2, 3.5	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction
Get the work done	1.1, 1.4, 1.7, 2.3, 2.5, 2.6, 3.3, 3.4, 4.1, 4.3, 4.4	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others • Monitors progress of plans and schedules, and reviews and changes them to meet new demands and priorities • Applies systematic and analytical decision-making processes for complex and non-routine situations • Uses evaluation and analysis as a means to continuously improve work practices and processes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM502 Manage human resource management information systems	BSBHRM502A Manage human resources management information systems	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM502 Manage human resource management information systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- assess written reports on human resource management information systems (HRIS)
- develop and implement a plan for a new HRIS in close consultation with others
- review the new system and make improvements where required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe monitoring, measuring and evaluation techniques for a range of human resource management functions
- outline procurement procedures, including preparation of a technical brief
- list the various types of HRIS available and their respective capabilities and limitations
- summarise key organisational protocols and processes applicable to managing a HRIS.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- documentation and resources normally used in the workplace
- case studies and, where possible, real situations
- workplace policies and procedures
- relevant legislation, regulations and codes of practice.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBHRM505 Manage remuneration and employee benefits

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement an organisation's remuneration and benefit plans. It incorporates all functions associated with remuneration, including packaging, salary benchmarking, market rate reviews, bonuses and the legislative aspects of remuneration and employee benefits.

It applies to individuals who are human resource managers responsible for overseeing an organisation's remuneration process.

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

Unit Sector

Workforce Development – Human Resource Management

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 organisation's remuneration strategy	1.1 Analyse strategic and operational plans to determine the scope of remuneration and benefits plans 1.2 Undertake research on current practice, recent developments

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ELEMENT	PERFORMANCE CRITERIA
	and legislative parameters for remuneration strategy 1.3 Develop options for consideration by relevant managers 1.4 Present options showing the link to organisational strategic objectives 1.5 Ensure remuneration policies and incentive plans are agreed and recorded 1.6 Ensure organisation is positioned as an employer of choice and regarded as a desirable workplace
2 Implement remuneration strategy	2.1 Research occupational groups to determine those which are industrial agreement based 2.2 Access or undertake market rates surveys regularly to ensure the organisation's required level of competitiveness for particular occupational groups is maintained 2.3 Align remuneration and benefits plans with performance management system 2.4 Ensure employees receive at least their minimum entitlements according to organisational policies and legal requirements 2.5 Ensure salary packages comply with organisational policies and legal requirements, including fringe benefits tax (FBT) and superannuation 2.6 Ensure incentive arrangements, if included, comply with the organisation's remuneration strategy
3 Review and update remuneration strategy	3.1 Consult managers and employees about the effectiveness of the remuneration strategy 3.2 Amend strategy and plans as necessary to meet organisational policies and legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.3, 2.5, 2.6, 3.2	• Evaluates and integrates facts and ideas to construct meaning from a range of text types

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Writing	1.2, 1.3, 1.5, 2.2, 2.3. 3.2	• Develops complex material for specific audiences using clear language and appropriate structure to convey explicit information, requirements and recommendations
Oral Communication	1.4, 1.5, 3.1	• Draws on a repertoire of open questioning and active listening skills when consulting others • Uses appropriate terminology and non-verbal features to present information or clarify understanding
Numeracy	1.1, 2.3, 2.4, 2.6,	• Analyses numerical information to determine employee remuneration and benefits according to a clear set of parameters
Navigate the world of work	1.2, 1.4, 1.6, 2.3-2.6, 3.2	• Adheres to relevant organisational policies, procedures and legislative requirements • Considers own role in terms of its contributions to broader goals of the work environment
Interact with others	1.4, 1.5, 3.1	• Uses effective presentation and collaboration skills to show options, negotiate agreement and gain feedback on policies
Get the work done	1.1, 1.3, 2.2, 2.3, 3.2	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others, taking into account capabilities, efficiencies and effectiveness • Applies systematic and analytical processes to determine appropriate models of remuneration and benefits for particular occupational groups and individuals • Uses evaluation and analysis of feedback to decide on improvements to strategy

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM505 Manage remuneration and employee benefits	BSBHRM505B Manage remuneration and employee benefits	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM505 Manage remuneration and employee benefits

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop remuneration strategies for different occupational groups
- manage remuneration and benefits in accordance with all legislative and ethical requirements and operational policies
- apply awards and agreements to remuneration processes
- apply requirements of the Australian Taxation Office in relation to income tax, superannuation reporting, FBT and bonus payments.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline remuneration principles or models and approaches
- explain the ethical practices relating to remuneration and benefits strategies
- outline various remuneration or employee benefits
- describe ways to position an organisation an 'employer of choice'
- outline award structures for industrial agreements
- summarise organisational policies and procedures affecting remuneration strategies
- identify relevant legislation, regulations and standards that may affect remuneration strategies
- list the requirements of the Australian Taxation Office in relation to:

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- income tax
- superannuation reporting
- FBT and bonus payments.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- an appropriate range of documentation and resources normally used in the workplace
- organisational policies and procedures
- relevant legislation, regulations and codes of practice
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage all aspects of recruitment selection and induction processes in accordance with organisational policies and procedures.

It applies to individuals or human resource personnel who take responsibility for managing aspects of selecting new staff and orientating those staff in their new positions. It is not assumed that the individual will be directly involved in the selection processes themselves, although this may well be the case.

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

Unit Sector

Workforce Development – Human Resource Management

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 recruitment, selection and induction policies and procedures	1.1 Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2 Develop recruitment, selection and induction policies and procedures and supporting documents 1.3 Review options for technology to improve efficiency and effectiveness of recruitment and selection process

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Obtain support for policies and procedures from senior managers 1.5 Trial forms and documents supporting policies and procedures and make necessary adjustments 1.6 Communicate policies and procedures to relevant staff and provide training if required
2 Recruit and select staff	2.1 Determine future human resource needs in collaboration with relevant managers and sections 2.2 Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in recruitment, selection and induction processes 2.3 Provide access to training and other forms of support to all persons involved in recruitment and selection process 2.4 Ensure advertising of vacant positions complies with organisational policy and legal requirements 2.5 Utilise specialists where necessary 2.6 Ensure selection procedures are in accordance with organisational policy and legal requirements 2.7 Ensure processes for advising applicants of selection outcome are followed 2.8 Ensure job offers and contracts of employment are executed promptly, and new appointments are provided with advice about salary, terms and conditions
3 Manage staff induction	3.1 Provide access to training and ongoing support for all persons engaged in staff induction 3.2 Check induction processes are followed across the organisation 3.3 Oversee management of probationary employees and provide them with feedback until their employment is confirmed or terminated 3.4 Obtain feedback from participants and relevant managers on extent induction process is meeting its objectives 3.5 Make refinements to induction policies and procedures

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 2.4, 2.6, 2.7	• Critically evaluates and applies content from a range of complex texts to determine legislative and business requirements
Writing	1.2-1.6, 2.1, 3.3-3.5	• Demonstrates clear writing skills by selecting appropriate conventions and to express precise meaning relevant to context and audience
Oral Communication	1.4, 1.6, 2.1, 2.3, 3.3, 3.4	• Draws on a repertoire of open questioning and active listening when seeking feedback from others • Uses appropriate terminology and non-verbal features to present information and clarify understanding
Numeracy	2.8	• Analyses numerical information to determine employees' remuneration packages • Makes basic calculations to ensure work output is delivered in a timely manner
Navigate the world of work	1.1, 1.2, 1.5, 1.6, 2.4, 2.6	• Understands and adheres to relevant organisational policies and procedures • Develops or updates organisational policies to meet organisational objectives • Considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.4, 1.6, 2.1-2.3, 2.5, 2.7, 2.8, 3.1, 3.3, 3.4	• Seeks expert advice and skills training where required • Selects appropriate mode of communication for a specific purpose relevant to own role • Uses effective communication skills to liaise with a range of people across the organisation
Get the work done	1.1-1.3, 1.5, 1.6, 2.1, 2.3, 2.7, 2.8, 3.1, 3.2, 3.3	• Plans and implements tasks required to deliver timely outcomes, negotiating some key aspects with others • Monitors implementation of plans and adjusts as necessary • Considers whether and how often others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Analyses outcomes of decisions to identify improvement opportunities • Actively identifies systems, devices and applications with potential to meet current and future needs

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM506 Manage recruitment selection and induction processes	BSBHRM506A Manage recruitment selection and induction processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop or critically analyse a policy and procedures framework for recruitment, selection and induction
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the induction process
- comply with relevant legislation and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe recruitment and selection methods, including assessment centres
- explain the concept of outsourcing
- describe the purpose of employee contracts and industrial relations
- summarise relevant legislation, regulations, standards and codes of practice that may affect recruitment, selection and induction
- explain why terms and conditions of employment are an important aspect of recruitment
- explain the relevance of psychometric and skills testing programs to recruitment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

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- an appropriate range of documentation and resources normally used in the workplace
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM507 Manage separation or termination

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to deal with redeployment, resignation, retirement, dismissal and redundancy, including the conduct of exit interviews.

It applies to individuals who take responsibility for overseeing aspects of managing the voluntary and involuntary termination of employment.

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

Unit Sector

Workforce Development – Human Resource Management

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 policies and procedures for separation/termination of employment	1.1 Undertake research to determine features of best practice systems of separation/termination and the legal requirements 1.2 Undertake consultation with relevant managers prior to introduction of new forms, procedures or systems 1.3 Develop policies, procedures and supporting documentation for all forms of separation/termination 1.4 Ensure procedures for dismissal or termination respect employees, provide strict confidentiality and comply with

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ELEMENT	PERFORMANCE CRITERIA
	legislation 1.5 Obtain support for separation/termination policies and procedures from senior managers 1.6 Communicate policies and procedures, and provide supporting documents to relevant personnel 1.7 Use feedback to make refinements to policies, procedures and supporting documents for separation and termination
2 Manage separation/termination processes	2.1 Develop a redundancy or redeployment plan 2.2 Manage redundancies and redeployment and provide relevant information about processes so work outcomes are not compromised 2.3 Provide outplacement or other assistance in accordance with organisational policies and legal requirements 2.4 Ensure dismissals for incapacity to perform or misconduct comply with legislative and organisational requirements 2.5 Ensure human resource staff, managers and supervisors have necessary skills and knowledge to take disciplinary action 2.6 Review workforce data for predicted numbers of people retiring and make necessary plans 2.7 Review and evaluate separation/termination procedures regularly and introduce improvements
3 Manage exit interview process	3.1 Ensure separating employees are offered opportunity to participate in exit interviews 3.2 Ensure process for exit interviews is clear and that staff are skilled to conduct them 3.3 Ensure data from exit interviews is recorded and depersonalised 3.4 Analyse data from exit interviews to establish trends and patterns and introduce improvements across the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance

Skill	Performance	Description

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	Criteria	
Learning	2.5, 3.2	• Ensures staff have necessary skills and training to oversee employees terminations
Reading	1.1, 1.3, 1.4, 1.7, 2.1, 2.2, 2.3, 2.6, 2.7, 3.2	• Critically evaluates and applies content from a range of texts to determine legislative and business requirements
Writing	1.1, 1.3, 1.6, 1.7, 2.1, 2.2, 2.6, 2.7, 3.3	• Records results of research for personal use • Uses a range of writing skills and techniques to create or edit organisational documentation in required format for a range of audiences • Creates records in required format and structure
Oral Communication	1.2, 1.5-1.7, 2.2, 2.5, 3.1, 3.2	• Uses appropriate terminology and non-verbal features when consulting others and presenting information • Uses open questioning and active listening skills when seeking feedback from others
Numeracy	2.6, 3.4	• Undertakes basic mathematical calculations to review and manipulate workforce data
Navigate the world of work	1.1, 1.4, 1.7, 2.3, 2.4, 2.7	• Identifies and adheres to legislative and organisational requirements relevant to role • Develops or updates policies and procedures to achieve organisational goals • Monitors adherence to organisational policies and procedures
Interact with others	1.2, 1.5, 2.5, 3.1, 3.2	• Collaborates with others to achieve outcomes, playing an active role in facilitating understanding of procedures
Get the work done	1.1, 2.1, 2.2, 2.7, 3.1	• Plans and implements tasks to achieve outcomes in accordance with legislative and organisational requirements • Uses systematic processes to gather and analyse the data needed to make decisions that affect the organisation • Uses consultation and analytical thinking to decide on improvements to work practices and processes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM507 Manage separation or termination	BSBHRM507A Manage separation or termination	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM507 Manage separation or termination

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- create policies and procedures to manage all aspects of employment termination according to legislative and organisational requirements
- communicate effectively with employees to ensure they are aware of their rights and responsibilities
- ensure staff have an appropriate skill-sets to conduct terminations
- use data from exit interviews to suggest organisational improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and describe disciplinary procedures
- describe employment contracts including terms and conditions
- outline procedures and grounds for dismissal, suspension, voluntary termination, retirement and redundancy
- summarise relevant industrial relations and employee dismissal legislation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- an appropriate range of documentation and resources normally used in the workplace
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice

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- business technology
- interaction with others
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM509 Manage rehabilitation or return to work programs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to process and analyse workers compensation and sick leave claims. It also covers the establishment of rehabilitation needs and return to work programs and their monitoring, review and evaluation.

It applies to individuals who manage claims and ensure that the organisation provides appropriate support for the worker.

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

Unit Sector

Workforce Development – Human Resource Management

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 Analyse claims	1.1 Ensure that the organisation has and maintains a current Workers' Compensation insurance policy (or equivalent) as required by the applicable legislation 1.2 Process claims in accordance with organisational policies and legal and insurance requirements 1.3 Dispute claims where insurer or organisational requirements are not met 1.4 Notify rehabilitation provider in accordance with organisational

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ELEMENT	PERFORMANCE CRITERIA
	procedures 1.5 Advise claimants as to whether their claim has been accepted 1.6 Analyse claims to identify the nature of the illness/injury and prepare report/s 1.7 Identify projected period of absence and where rehabilitation assistance is required and ensure arrangements are made in the work team to deal with absence
2 Establish rehabilitation/return to work program	2.1 Ensure consultation occurs between rehabilitation provider and treating doctor 2.2 Ensure consultation occurs between rehabilitation provider, relevant managers and employee 2.3 Consider job redesign, reduced hours and alternative duties in the light of medical advice 2.4 Design a rehabilitation/return to work program to achieve a successful return to work 2.5 Obtain approval for return to work program by relevant managers 2.6 Establish rehabilitation program with employee 2.7 Undertake risk analysis in relation to proposed program and mitigate risk where appropriate 2.8 Commence program as close to the time of the accident/illness as possible
3 Monitor/evaluate rehabilitation/ return to work program	3.1 Encourage regular feedback/communication between provider, supervising manager and employee 3.2 Organise regular contact and support between provider and employee 3.3 Identify breaches of the return to work program and take remedial action promptly 3.4 Refer return to work program to workers compensation authorities where breaches occur 3.5 Modify return to work program where appropriate if it is not delivering the required outcomes 3.6 Evaluate each rehabilitation/return to work program at its conclusion and implement recommendations for system improvement where appropriate

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 1.6, 1.7, 2.3, 2.4, 2.7, 3.6	• Evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.4, 3.5, 3.6	• Records results of analysis in required formats • Prepares correspondence to a range of individual in required format • Uses vocabulary, grammatical structure and appropriate organisational conventions to ensure rehabilitation and return to work programs are effectively documented
Oral Communication	1.3, 1.4, 1.5, 1.7, 2.1, 2.2, 2.5, 2.6, 3.3, 3.4	• Uses appropriate vocabulary and non-verbal features in discussions with employees, insurance companies and rehabilitation providers when dealing with claims
Numeracy	2.3, 2.4, 2.7, 3.6	• Uses basic numeracy skills to determine the appropriate amount of hours for a return to work program • Selects and uses appropriate mathematical problem-solving strategies to undertake risk analysis and to evaluate the rehabilitation program
Navigate the world of work	1.1-1.4	• Ensures knowledge of legislative requirements and products is kept up to date in order to provide accurate information • Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation • Seeks to improve policies and procedures to better meet organisational goals
Interact with others	1.5, 1.7, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.4, 3.6	• Uses appropriate protocols and practices to communicate with a range of stakeholders • Implements strategies to discuss health matters sensitively with a range of people • Encourages collaboration between relevant stakeholders
Get the work done	1.1-1.4, 1.6, 1.7, 2.1-2.4, 2.6-2.8, 3.3-3.6	• Plans and organises complex tasks to ensure that that claims are properly processed and to keep the claimant informed

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		• Monitors progress of plans and schedules and reviews and changes them to meet new demands and priorities • Makes critical decisions in complex situations, taking a range of variables into consideration • Evaluates and analyses results of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM509 Manage rehabilitation or return to work programs	BSBHRM509A Manage rehabilitation or return to work programs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM509 Manage rehabilitation or return to work programs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- process and analyse workers compensation claims
- process and analyse sick leave claims
- establish, implement, monitor and review a rehabilitation needs and return to work program including
  - identifying breaches
  - liaising between the claimant, workers compensation authority, rehabilitation provider, doctor and workplace
  - determining the extent to which the program meets its objective in respect to timeframes, success rates, cost and impact on the organisation
- conduct a risk analysis of a return to work program and mitigate identified risks including
  - assessing the likelihood of a negative event preventing the program meeting its objectives and the likely consequences of such an event
  - action taken to reduce or eliminate identified risk
- assess the strengths and weaknesses of the organisation’s approach to rehabilitation return to work programs
- apply relevant legislation to return to work programs.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain rehabilitation concepts and return to work procedures
- identify and describe relevant legislation from all levels of government that affects rehabilitation and return to work programs

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- outline the role of workers compensation authorities and tribunal procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- documentation and resources normally used in the workplace
- case studies and, where possible, real situations
- workplace policies and procedures
- relevant legislation, regulations and codes of practice.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM512 Develop and manage performance management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and facilitate implementation of performance management processes and to coordinate individual or group learning and development to encourage effective employee performance.

This unit applies to individuals who are authorised to establish effective performance management processes for an organisation and who may have staff reporting to them.

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

Unit Sector

Workforce Development – Human Resource Management

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 integrated performance-management processes	1.1 Analyse organisational strategic and operational plans to identify relevant policies and objectives to be addressed in **i**ntegrated performance-management processes 1.2 Develop objectives for performance-management processes to support organisational strategy and goals and to build organisational capability

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Design methods and processes for line managers to develop key performance indicators for those reporting to them 1.4 Develop organisational timeframes and processes for formal performance-management sessions 1.5 Ensure performance-management processes are flexible enough to cover the range of the organisation's **employment situations** 1.6 Consult with key stakeholders about the processes and agree on process features 1.7 Gain support for implementation of the performance-management processes
2 Facilitate the implementation of performance-management processes	2.1 Train relevant groups and individuals to monitor performance, identify **performance gaps,** provide feedback and manage talent 2.2 Work with line managers to ensure that performance is monitored regularly and that **intervention** occurs as required and complies with organisational policies and legal requirements 2.3 Support line managers to counsel and discipline employees who continually perform below standard 2.4 Articulate dispute resolution processes where necessary, mediating between line managers and employees 2.5 Provide support to terminate employees who fail to respond to interventions according to organisational protocols and legislative requirements 2.6 Ensure recorded outcomes of performance-management sessions are accessible and stored securely, according to organisational policy 2.7 Regularly evaluate and improve all aspects of performance-management processes in keeping with organisational objectives and policies
3 Coordinate individual or group learning and development	3.1 Design and develop learning and development plans and strategies to encourage effective employee performance 3.2 Deliver learning and development plans according to agreed timeframes, ensuring achievement of specified outcomes

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Contract appropriate providers for performance development, as identified by plans and according to organisational policy 3.4 Monitor learning and development activities to ensure compliance with quality assurance standards 3.5 Negotiate remedial action with providers, where necessary 3.6 Generate reports to advise appropriate managers on progress and success rates of activities

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1	• Interprets and critically analyses organisational strategic and operational plans to identify relevant policies and objectives to be addressed
Writing	1.2, 1.3, 1.4, 3.1, 3.6	• Uses broad vocabulary, grammatical structure and conventions appropriate to text when developing objectives, designing methods and processes and reporting
Oral communication	1.6, 2.1, 2.2, 2.4, 3.5	• Conveys information using language, format and style appropriate to a specific audience • Uses listening and questioning to extract main ideas from oral texts or to confirm and clarify understanding
Numeracy	3.6	• Selects from, and applies, mathematical and problem solving strategies when reporting on success rates of activities
Navigate the world of work	1.1, 1.2, 2.5, 2.6, 2.7, 3.3, 3.4	• Understands and interprets organisational policies and procedures in order to formulate processes relevant to own role requirements • Monitors adherence to legal and regulatory rights and responsibilities for self and possibly others
Interact with others	1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 3.5	• Selects and implements appropriate communication protocols to liaise with personnel

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		in a range of work contexts • Supports line managers to achieve goals, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Negotiates with others to achieve agreeable outcomes playing an active role in facilitating consensus in contentious situations
Get the work done	1.1-1.7, 2.1-2.7, 3.2, 3.3, 3.4	• Takes responsibility for developing, implementing and monitoring processes and strategies to manage performance • Accepts responsibility for planning, scheduling and sequencing complex tasks to meet organisational and legislative requirements • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Uses digital systems and tools to store, access and organise digital information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM512 Develop and manage performance-management processes	BSBHRM512A Develop and manage performance management processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM512 Develop and manage performance management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop, implement, monitor and review an organisational performance management process which supports business goals including analysing the organisational strategic and operational plan
- design methods for the development of key performance indicators and formal performance management sessions by line managers
- consult with stakeholders to gain support
- design, develop, coordinate and implement individual and group learning and development
- train line managers and other relevant people to manage performance
- provide support to line managers to effectively manage performance issues, including dispute resolution and termination of employment
- develop approaches to improve performance and address identified performance gaps.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list characteristics of a learning organisation
- outline policies and legislation relevant to performance management
- summarise grievance procedures
- explain models for giving feedback and options for skill development
- describe options in the design of performance management processes
- outline role of performance management in relation to broader human resources and business objectives.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- organisational strategic and operational plans
- workplace policies and procedures
- relevant legislation, regulations and codes of practice
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM602 Manage human resources strategic planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop, implement and maintain a strategic approach to managing human resources in an organisation ensuring that the organisation has the structure and staff to meet current and foreseeable business and performance objectives

It applies to individuals employed as human resource managers after a firm grounding has been established in a range of human resource activities.

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

Unit Sector

Workforce Development – Human Resource Management

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 Research planning requirements	1.1 Analyse strategic plans to determine human resource strategic direction, objectives and targets 1.2 Undertake additional environmental analysis to identify emerging practices and trends that may impact on human resource management in the organisation 1.3 Identify future labour needs, skill requirements and options for sourcing labour supply

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Consider new technology and its impact on job roles and job design 1.5 Review recent and potential changes to industrial and legal requirements
2 Develop human resource strategic plan	2.1 Consult relevant managers about their human resource preferences 2.2 Agree on human resource philosophies, values and policies with relevant managers 2.3 Develop strategic objectives and targets for human resource services 2.4 Examine options for the provision of human resource services and analyse costs and benefits 2.5 Identify appropriate technology and systems to support agreed human resource programs and practices 2.6 Write a strategic human resource plan and obtain senior management support for the plan 2.7 Develop risk management plans to support the strategic human resource plan
3 Implement human resource strategic plan	3.1 Work with others to see that the plan is implemented 3.2 Monitor and review the plan 3.3 Adapt plan should circumstances change 3.4 Evaluate and review performance against plan objectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.5, 2.1-2.7, 3.2, 3.3, 3.4	• Organises, evaluates and applies content from a range of structurally complex texts relating to human resource strategic planning
Writing	1.1, 1.2, 1.3, 2.1 - 2.7, 3.3, 3.4	• Communicates complex ideas relating to strategic objectives, matching style of writing to purpose and audience

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Oral Communication	2.1, 2.2, 2.6, 3.1	• Establishes and maintains complex and effective spoken communications in a broad range of contexts with relevant managers to determine resources preferences, philosophies and values.
Numeracy	1.1, 2.4, 2.6, 2.7	• Selects and interprets mathematical information that may be embedded in a range of tasks and texts to analyse costs and benefits as well as dealing with budgets and risk management plans
Navigate the world of work	1.2, 1.5	• Ensures knowledge of legislative requirements and products is kept up to date in order to provide accurate information • Develops and implements strategies that ensure organisational policies, procedures and regulatory requirements are being met
Interact with others	2.1, 2.2, 2.6, 3.1	• Selects and uses appropriate conventions and protocols when communicating with managers at various levels • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	1.1-1.4, 2.3-2.7, 3.2-3.4	• Sequences and schedules complex activities, monitors implementation and manages relevant communication when developing the strategic plan • Makes a range of critical and non-critical decisions in relatively complex situations, analysing data and taking a range of factors into account when researching planning requirements and developing the plan • Gathers and analyses data and seeks feedback to improve plans and processes • Uses digital technologies to manage business operations and actively investigates new technologies for strategic and operational purposes

Range of Conditions

This section 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.

Options for sourcing labour supply must include consideration of:	• employing a range of recruitment options • hiring casual labour • hiring new graduates or trainees • employing off shore workers

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	• outsourcing • using contractors or consultants.
Human resource plan must include:	• budget • priorities • objectives • timeframes.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM602 Manage human resource strategic planning	BSBHRM602B Manage human resources strategic planning	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM602 Manage human resources strategic planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of internal and external sources to determine:
  - human resource strategic direction, objectives and targets
  - trends and emerging practices that may have an impact on human resource management
  - relevant technology
  - recent and potential changes to industrial and legal requirements
  - future labour needs and skills requirements
  - options for sourcing labour
  - organisation's preferences regarding human resources
- consult and communicate effectively with relevant stakeholders to develop, implement, monitor and review a strategic human resource plan including:
  - budget
  - priorities
  - agreed objectives, targets, programs and practices based on cost-benefit analysis
  - timeframes
  - risk management
  - evaluation against objectives.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe human resource practices and functions

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- explain the relevant legislative, regulatory and industrial requirements for the business
- outline common options for sourcing labour including:
  - recruitment options
  - casual labour
  - new graduates or trainees
  - off shore workers
  - outsourcing
  - contractors
  - consultants
- explain the impact of technology on job roles
- outline labour market options for sourcing labour supply
- describe the requirements of a strategic plan.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- relevant legislation, regulations and codes of practice
- the business strategic and operational plan
- workplace policies and procedures
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM201 Process and maintain workplace information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to collect, process and store, and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

It 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.

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

Unit Sector

Knowledge Management – Information Management

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 Collect information	1.1 Collect information in a timely manner and ensure it is relevant to organisational needs 1.2 Use business equipment/technology available in the work area to effectively obtain information 1.3 Apply organisational requirements relating to security and confidentiality in handling information

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ELEMENT	PERFORMANCE CRITERIA
2 Process workplace information	2.1 Use business equipment/technology to process information in accordance with organisational requirements 2.2 Process information in accordance with defined timeframes, guidelines and procedures 2.3 Update, modify and file information in accordance with organisational requirements 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 3.2 Identify, remove and/or relocate inactive or dead files in accordance with organisational requirements 3.3 Establish and assemble new files in accordance with organisational requirements 3.4 Update reference and index systems in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.1-3.4	• Recognises and interprets textual information to complete tasks according to organisational requirements
Writing	1.3, 2.1-2.4, 3.4	• Records simple and routine content using an established format to organise information
Oral Communication	1.1, 1.2	• Uses listening and questioning skills to clarify and adhere to requirements
Numeracy	2.2, 2.4, 3.4	• Comprehends basic mathematical measurements relating to times and number sequences
Navigate the world of work	1.3, 2.1, 2.3, 2.4, 3.1-3.4	• Recognises organisational procedures and understands relevance of legislative requirements
Get the work	1.1-1.3, 2.1, 2.2, 2.4,	• Follows clearly defined instructions and monitors own

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done	3.1-3.3	progress to achieve timelines • Solves problems directly related to tasks, and makes low-impact decisions • Uses digital technologies following instructions regarding data entry and retrieval

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM201 Process and maintain workplace information	BSBINM201A Process and maintain workplace information	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM201 Process and maintain workplace information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collect and process workplace information according to organisational policies and procedures and related regulatory requirements
- record and document information accurately within expected timeframes
- store, classify and maintain documents and records correctly.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect information management
- outline organisational policies and procedures relating to collecting and processing workplace information
- identify and describe organisational recordkeeping/filing systems and security procedures
- describe a range of filing systems including paper-based and software-based.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- office equipment and resources
- examples of workplace information systems.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM202 Handle mail

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to receive and distribute incoming mail, and to collect and despatch outgoing mail.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and knowledge of mail handling under direct supervision or with limited individual responsibility.

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

Unit Sector

Knowledge Management – Information Management

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 Receive and distribute incoming mail	1.1 Ensure incoming mail is checked and registered in accordance with organisational policies and procedures 1.2 Identify titles and locations of company personnel and departments 1.3 Identify and distribute urgent and confidential mail in accordance with organisational requirements 1.4 Sort and deliver mail to nominated person/location in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational requirements 1.5 Record and/or report damaged, suspicious or missing items and take appropriate action in accordance with organisational policies and procedures
2 Collect and despatch outgoing mail	2.1 Collect, check and sort outgoing mail to ensure all items are correctly prepared for despatch in accordance with organisational policies and procedures 2.2 Record and process outgoing mail for despatch in accordance with organisational requirements 2.3 Despatch mail to meet designated timelines
3 Organise urgent and same day deliveries	3.1 Evaluate delivery options and select best option 3.2 Prepare items for urgent delivery in accordance with organisational requirements and carrier specifications 3.3 Organise lodgement or pick-up of emergency deliveries and follow up if necessary

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1, 2.2, 3.2, 3.3	• Recognises and interprets textual information to complete tasks according to organisational requirements
Writing	1.5, 2.2, 3.2, 3.3	• Records simple and routine information using an established format and workplace-specific vocabulary
Oral Communication	1.4, 1.5, 3.3	• Uses questions to clarify and confirm instructions, listens to directions and clearly articulates requirements
Numeracy	1.5, 2.1-2.3, 3.2, 3.3	• Recognises basic mathematical data to verify weight, addresses and registered numbers • Performs basic calculations needed to estimate time for a variety of mail despatches
Navigate the world of work	1.1, 1.3-1.5, 2.1, 2.2, 3.2	• Recognises organisational expectations and follows explicit protocols, policies and procedures

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Interact with others	1.4, 1.5	• Identifies and responds effectively to information associated with job role using appropriate language • Follows accepted communication practices and protocols in performance of tasks
Get the work done	1.2-1.5, 2.1-2.3, 3.1-3.3	• Follows clear instructions within defined level of responsibility • Makes low-impact decisions around clearly defined tasks • Responds to predictable routine problems and implements standard procedures or logical solutions • Uses organisational systems to enter and retrieve data

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM202 Handle mail	BSBINM202A Handle mail	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM202 Handle mail

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with a variety of incoming and outgoing mail
- engage mail carriers' to organisational requirements
- apply relevant legislation to handling mail.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the Australian postal codes system
- explain key provisions of relevant legislation, regulations, standards and codes of practice that may affect mail handling
- describe organisational policies and procedures specific to handling electronic mail procedural requirements for receiving/despatching and prioritising correspondence
- list the range of mail services available.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- office equipment and resources
- examples of correspondence and parcels for sorting and despatch.

Assessors must satisfy NVR/AQTF assessor requirement

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM301 Organise workplace information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems.

It applies to individuals who perform a defined range of skilled operations in various work contexts. They may exercise discretion and judgement using appropriate knowledge of information management to provide technical advice and support to a team.

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

Unit Sector

Knowledge Management – Information Management

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 Collect and assess information	1.1 Access product and service information in accordance with organisational requirements 1.2 Ensure methods of collecting information are reliable and make efficient use of available time and resources 1.3 Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4 Use interpersonal skills to access relevant information from

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ELEMENT	PERFORMANCE CRITERIA
	teams and individuals
2 Organise information	2.1 Organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2 Use appropriate technology/systems to maintain information in accordance with organisational requirements 2.3 Collate information and materials and communicate to relevant designated persons 2.4 Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5 Update and store information in accordance with organisational requirements and systems
3 Review information needs	3.1 Actively seek feedback on clarity, accuracy and sufficiency of information to ensure relevance of information and system 3.2 Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3 Identify future information needs and incorporate modifications to collection processes 3.4 Document future information needs and incorporate in modifications to reporting processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.3, 2.5, 3.2	• Recognises and assesses textual information to complete tasks according to requirements
Writing	2.1, 2.2, 2.3, 2.5, 3.1, 3.4	• Completes workplace records, forms and documentation accurately using correct format, accurate spelling and grammar and terminology specific to requirements
Oral Communication	1.4, 2.3, 2.4, 3.1	• Elicits the view and opinions of others and obtains information by listening and questioning

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		• Participates in a verbal exchange of ideas/solutions using clear language to contribute information and convey issues
Navigate the world of work	1.1, 2.1, 2.5	• Understands rights and responsibilities and complies with explicit policies and procedures and legal and regulatory requirements
Interact with others	1.4, 2.3, 2.4, 3.1	• Identifies and follows accepted communication practices and protocols • Complies with work instructions and contributes to work group discussions using accepted conventions
Get the work done	1.1, 1.2, 2.1, 2.2, 2.4, 3.2, 3.3	• Plans and implements routine tasks and workload making decisions about sequencing and timing • Makes low impact decisions within familiar situations, based on a range of predefined or routine solutions, and evaluates the effectiveness of the outcome • Uses digital technology to access and record information and to communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM301 Organise workplace information	BSBINM301A Organise workplace information	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM301 Organise workplace information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- efficiently and effectively gather, assess, organise and use workplace information as part of own job role
- provide accurate information for defined purposes
- maintain and handle data and documents systematically
- use business technology to manage information
- communicate with colleagues and clients using effective interpersonal skills to obtain and check workplace information
- apply relevant legislation and regulations to workplace information
- monitor, review and modify information processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how legislation and regulations may affect the gathering organising and distribution of workplace information
- describe methods for checking validity of information and its sources
- describe organisational recordkeeping and filing systems, security procedures and safe recording practices
- identify workplace policies and procedures relating to workplace information.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- business technology
- workplace policies and procedures
- relevant legislation and codes of practice
- office equipment and resources
- examples of information documents found in the workplace
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM302 Utilise a knowledge management system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to access a knowledge management system, use monitoring and review processes to provide feedback and improve own work practices using the system.

This includes a 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.

It 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.

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

Unit Sector

Knowledge Management – Information Management

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 Access and use	1.1 Access knowledge management system to assist with specific

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ELEMENT	PERFORMANCE CRITERIA
knowledge management system	tasks, in line with system procedures 1.2 Administer system, in line with legislative, regulatory and organisational procedures
2 Input to knowledge management system	2.1 Gather, analyse and prepare inputs for contribution to system, in line with procedures 2.2 Check inputs for clarity, accuracy, currency and relevance 2.3 Make inputs to system, in line with procedures 2.4 Analyse requirements of the system and ensure suggestions for improvements are provided to relevant personnel
3 Review and improve work practices	3.1 Provide feedback about clarity, accuracy, currency and relevance of system's output to relevant personnel 3.2 Document learning resulting from use of the system 3.3 Improve work practices as a result of learning from use of the system

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.2, 3.3	• Builds on knowledge and experience from the use and review of using the knowledge management system, and applies knowledge to improve work practices
Reading	1.1, 1.2, 2.1, 2.2, 2.4, 3.2	• Comprehends textual information, incorporating ideas and concepts from a range of sources, and checks for accuracy and relevance
Writing	1.2, 2.3, 2.4, 3.1, 3.2	• Documents information analysis and emphasises key outcomes using vocabulary and structure appropriate to audience
Oral Communication	2.4, 3.1	• Expresses own observations and opinions using clear and specific language to relevant personnel • Elicits views and information from others and obtains information by listening and questioning
Navigate the	1.1, 1.2, 2.1, 2.3, 3.3	• Understands rights and responsibilities, and complies with explicit procedures in the workplace

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world of work		
Interact with others	2.4, 3.1	• Identifies and takes steps to follow accepted communication practices and protocols when providing feedback
Get the work done	1.1, 1.2, 2.1, 2.4, 3.3	• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration • Uses basic functions of digital technology tools to read, record, search and input required information • Uses analytical processes to review and evaluate the effectiveness of workplace systems and suggest improvements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM302 Utilise a knowledge management system	BSBINM302A Utilise a knowledge management system	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM302 Utilise a knowledge management system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access, use and review a knowledge management system in accordance with organisational policies and procedures
- provide feedback to the organisation about improvements to the knowledge management system
- produce records of outcomes resulting from the use of the system.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect knowledge management
- describe organisational policies and procedures for knowledge management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in knowledge management – information management field of work and include access to:

- office equipment and resources
- examples of information documents found in the workplace
- a knowledge management system (which can be a simulated system to satisfy privacy and confidentiality provisions).

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBINM401 Implement workplace information system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and review the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information which plays a significant part in the organisation's effectiveness.

It applies to individuals whose work will normally be carried out within routine and non-routine methods and procedures which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.

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

Unit Sector

Knowledge Management – Information Management

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 Identify and source information needs	1.1 Determine and locate information required by teams 1.2 Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to organisational policies
2 Collect, analyse and report information	2.1 Collect information, which is adequate and relevant to the needs of teams, in a timely manner

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Ensure information is in a format suitable for analysis, interpretation and dissemination 2.3 Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired
3 Implement information systems	3.1 Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes 3.2 Use technology available in the work area to manage information effectively 3.3 Submit recommendations for improving the information system to designated persons and/or groups
4 Prepare for information system changes	4.1 Collect information about information system future needs in consultation with colleagues, including those who have a specialist role in resource management 4.2 Ensure estimates of information system future needs reflect the organisation's business plans, and customer and supplier requirements 4.3 Support proposals to secure resources by clearly presenting submissions that describe realistic options, benefits, costs and outcomes 4.4 Prepare team members to work with new technology and information system changes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	• Critically analyses complex documentation from a variety of sources and consolidates information relating to specific criteria to determine requirements
Writing	1.2, 2.1, 2.3, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4	• Develops material for a specific audience using clear and detailed language in order to convey explicit information, requirements and recommendations
Oral	1.1, 3.3, 4.1, 4.3, 4.4	• Uses active listening and questioning and reading of verbal and non-verbal signals to convey and clarify

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Communication		information and to confirm understanding
Numeracy	4.1-4.3	• Selects from and uses a variety of developing mathematical and problem solving strategies to ensure estimates of information reflect the business plan and staff requirements
Navigate the world of work	1.2	• Takes responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation
Interact with others	1.1, 3.3, 4.1, 4.3, 4.4	• Selects and uses appropriate conventions and protocols when communicating with clients and co-workers in a range of work contexts • Cooperates with others and contributes to work practices where joint outcomes are expected and deadlines are to be met
Get the work done	1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Contributes to continuous improvement of current work practices by applying basic principles of analytical thinking • Uses familiar digital technologies and systems to access, enter, present and communicate data and information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM401 Implement workplace information system	BSBINM401A Implement workplace information system	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM401 Implement workplace information system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify, source and analyse information to determine
  - information system needs
  - whether it is fit for purpose
  - trends and developments
- implement and review the workplace information system
- review a workplace information system and prepare and present a submission recommending improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the information systems that are, or should be, available in the workplace
- explain the information management systems and technology typically associated with the workplace including:
  - budgets and financial management systems
  - customer information software or records
  - databases
  - personal digital assistant (PDA)
  - product and service information
  - project management software
  - record management systems
  - spreadsheets.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- business technology
- a workplace information system
- workplace policies and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM501 Manage an information or knowledge management system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise training for others for an information or knowledge management system and to manage the use of the system.

It applies to individuals who are responsible for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.

The unit applies to information or knowledge management systems which comprise policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders.

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

Unit Sector

Knowledge Management – Information Management

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 Organise learning to use information or knowledge management system	1.1 Identify learning needs of relevant personnel and stakeholders for input into and use of an information or knowledge management system 1.2 Identify and secure human, financial and physical resources

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ELEMENT	PERFORMANCE CRITERIA
	required for learning activities to use an information or knowledge management system 1.3 Organise and facilitate learning activities 1.4 Promote and support use of the system throughout the organisation 1.5 Monitor and document effectiveness of learning activities
2 Manage use of information or knowledge management system	2.1 Ensure implementation of policies and procedures for the information or knowledge management system are monitored for compliance, effectiveness and efficiency 2.2 Address implementation issues and problems as they arise 2.3 Monitor integration and alignment with data and information systems 2.4 Collect information on achievement of performance measures 2.5 Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3 Review use of information or knowledge management system	3.1 Analyse effectiveness of system and report on strengths and limitations of the system 3.2 Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3 Make recommendations for improvement to system, policy or work practices

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.5, 3.1-3.3	• Researches and critically analyses documentation from a variety of sources to determine requirements
Writing	1.1-1.5, 2.1-2.4, 3.2, 3.3	• Prepares and produces documentation for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations

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Oral Communication	1.1, 1.2, 1.3, 1.4, 2.2, 2.5, 3.3	• Presents information using structure and language to suit the audience • Uses active listening and questioning and reading of verbal and non-verbal signals to clarify information and to confirm understanding
Navigate the world of work	2.1, 3.3	• Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation • Modifies or develops organisational policies and procedures to comply with legislative requirements and organisation goals
Interact with others	1.1-1.4, 2.5, 3.3	• Implements strategies for a diverse range of colleagues and clients in order to build rapport and foster strong relationships • Collaborates with others sharing information to build strong work groups and avoid behaviours that are not conducive to a productive environment • Elicits feedback and provides feedback to others in order to improve self or workgroup behaviours
Get the work done	1.1-1.5, 2.1-2.5, 3.1, 3.2	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others and taking into account capabilities, efficiencies and effectiveness • Monitors progress of plans and schedules and reviews and changes them to meet new demands and priorities • Applies systematic and analytical processes to address problems and make decisions in complex situations • Investigates new and innovative ideas as a means to continuously improve, work practices and processes • Uses and investigates new digital technologies and applications to manage and manipulate data and communicate effectively with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM501 Manage an information or knowledge	BSBINM501A Manage an information or knowledge	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
management system	management system		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM501 Manage an information or knowledge management system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify learning needs and plan and implement learning activities to enable personnel to use information or knowledge management system including
  - providing human, financial and physical resources as required
  - use of coaching, mentoring, information sessions, workshops, training programs and e-learning as appropriate
- monitor performance and address issues and contingencies as they arise including
  - accessing technical specialists as required
  - correct application of policies and procedures for the information or knowledge management system
  - alignment and effectiveness of the policies and procedures
  - effectiveness of information or knowledge management system for intended outcomes
- recommend improvements to systems, policies and practices as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislation, codes of practice and national standards relevant to privacy, freedom of information and knowledge management
- explain organisational policies and procedures including:
  - records management
  - information management
  - customer service
  - commercial confidentiality

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- describe the organisational operations and existing data and information systems.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- relevant legislation, regulation, standards and codes
- relevant workplace systems, documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINN201 Contribute to workplace innovation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to make a pro-active and positive contribution to workplace innovation.

It applies to individuals working in any industry or community context, in both small and large organisations who take a pro-active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, they apply discretion, judgement and effective interpersonal skills in order to contribute to workplace innovation.

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

Unit Sector

Creativity and Innovation – Innovation

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 Identify opportunities to do things better	1.1 Be aware of own role in workplace innovation 1.2 Proactively identify opportunities for improvement in own area of work 1.3 Gather and review information which may be relevant to ideas and which might assist in gaining support for ideas

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ELEMENT	PERFORMANCE CRITERIA
2 Discuss and develop ideas with others	2.1 Identify people who could provide input into ideas for improvements 2.2 Select the best way of approaching people to begin sharing ideas 2.3 Seek feedback on improvement of ideas, and discuss and develop options and possible variations 2.4 Review and select ideas for follow up based on feedback and further review
3 Address the practicalities of change	3.1 Take action to implement routine changes in consultation with others and within scope of own responsibility 3.2 Identify and articulate issues and practical processes for implementing proposed ideas 3.3 Present ideas and practical suggestions to the appropriate people about how improvements could be made

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.4, 3.2	• Categorises, interprets and reviews information from a range of sources to generate ideas relevant to the workplace
Writing	3.2, 3.3	• Communicates information using clear language and formats appropriate for the audience
Oral Communication	2.3, 3.1, 3.2, 3.3	• Actively participates in verbal exchanges of ideas and elicits the view and opinions of others by listening and questioning • Uses clear and relevant language to clarify workplace issues and promote ideas
Numeracy	1.3, 3.2	• Performs basic mathematical calculations to estimate time and cost in relation to implementation of ideas
Navigate the world of work	1.1, 1.2, 3.1	• Understands responsibilities of own role
Interact with	2.3, 3.1-3.3	• Follows accepted communication practices and protocols when discussing or presenting ideas to others

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others		• Seeks and takes into account perspectives and opinions of others
Get the work done	1.2, 1.3, 2.1, 2.2, 2.4, 3.1-3.3	• Plans and implements routine tasks making limited decisions and seeking assistance, when necessary • Uses analytical or lateral thinking processes to identify improvements or new ways of approaching tasks • Identifies and anticipates operational problems and develops possible solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINN201 Contribute to workplace innovation	BSBINN201A Contribute to workplace innovation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINN201 Contribute to workplace innovation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify ideas for improvements and use information from a range of sources including other people to review and select ideas to put forward for implementation
- communicate the ideas and seek input from others in order to identify how the ideas could be implemented
- implement routine changes within scope of responsibility.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the role of individuals in suggesting and making improvements and the importance of pro-active involvement
- list the positive impacts and the challenges of change and innovation
- provide examples of the types of changes that can occur as a result of effective individual participation within own scope of responsibility
- give examples of the types of changes that are within and outside own scope of responsibility
- list typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
- explain how to prepare and communicate ideas for improvement to maximise likelihood of support.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to be an effective and proactive member of an innovative team.

It applies to individuals who play a proactive role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. Teams may be formal or informal and may comprise a range of personnel.

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

Unit Sector

Creativity and Innovation – Innovation

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 Create opportunities to maximise innovation within the team	1.1 Evaluate and reflect on what the team needs and wants to achieve 1.2 Check out information about current or potential team members' work in the context of developing a more innovative team 1.3 Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross fertilising ideas

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Acknowledge, respect and discuss the different ways that people may contribute to building or enhancing the team
2 Organise and agree effective ways of working	2.1 Jointly establish ground rules for how the team will operate 2.2 Agree and communicate responsibilities in ways that encourage and reinforce team-based innovation 2.3 Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4 Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5 Establish personal reward and stimulation as an integral part of the team's way of working
3 Support and guide colleagues	3.1 Model behaviour that supports innovation 3.2 Seek external stimuli and ideas to feed into team activities 3.3 Proactively share information, knowledge and experiences with other team members 3.4 Challenge and test ideas within the team in a positive and collaborative way 3.5 Proactively discuss and explore ideas with other team members on an ongoing basis
4 Reflect on how the team is working	4.1 Debrief and reflect on activities and on opportunities for improvement and innovation 4.2 Gather and use feedback from within and outside the team to generate discussion and debate 4.3 Discuss the challenges of being innovative in a constructive and open way 4.4 Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5 Identify, promote and celebrate successes and examples of successful innovation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.2, 4.2	• Interprets and analyses textual information, from a wide range of sources, to identify information relevant to team activities
Writing	2.2, 3.3, 4.4	• Uses clear language and formats appropriate for the audience to highlight and present specific information
Oral Communication	1.2, 1.3, 1.4, 2.1, 2.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	• Actively participates in verbal exchanges of ideas and elicits the views and opinions of team members by listening and questioning • Uses clear language to clarify rules and roles relating to team activities in formal and informal situations
Numeracy	1.2, 4.2	• Interprets numeric information relevant to team activities
Navigate the world of work	1.1, 3.1, 3.2, 3.5	• Understands the nature and purpose of own role and how it affects others in the work context
Interact with others	1.1-1.4, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5	• Uses inclusive techniques to initiate, contribute and promote discussion amongst potentially diverse team members • Recognises the importance of establishing and building effective working relationships • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.3, 1.4, 2.2, 2.4, 2.5, 3.2, 3.4, 4.2, 4.4, 4.5	• Plans, sequences and prioritises tasks for efficient and effective outcomes • Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking • Uses problem-solving processes to address less predictable problems, and when appropriate, seeking input from others • Reflects on outcomes and further explores own and the team’s role in implementing innovation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN301 Promote innovation in a team environment	BSBINN301A Promote innovation in a team environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply practices that promote innovation within a team including:
  - modelling open and respectful communications
  - contributing to the make-up and rules of the team
  - planning and scheduling of activities
  - reflecting on activities, feedback and challenges to identity improvement options
- encourage others to contribute to innovation in the team
- implement improvements and communicate about them.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain what innovation is, the different types of innovation and the benefits of innovation
- describe the internal and external factors that contribute to a team becoming and remaining innovative including:
  - team characteristics
  - the role of group dynamics and diversity
  - broader environmental factors
- explain how activities can encourage or hinder innovation in a team including:
  - allocation of time and activities
  - modelling behaviour
  - rewards and recognition
  - communications

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- feedback.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINN601 Lead and manage organisational change

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to determine strategic change requirements and opportunities; and to develop, implement and evaluate change management strategies.

It 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.

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

Unit Sector

Creativity and innovation – innovation

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 Identify change requirements and opportunities	1.1 Identify strategic change needs through an analysis of organisational objectives 1.2 Review existing policies and practices against strategic objectives to identify where changes are required

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Monitor the external environment to identify events or trends that impact on the achievement of organisational objectives 1.4 Identify major operational change requirements due to performance gaps, business opportunities or threats, or management decisions 1.5 Review and prioritise change requirements or opportunities with relevant managers 1.6 Consult stakeholders, specialists and experts to assist in the identification of major change requirements and opportunities
2 Develop change management strategy	2.1 Undertake cost-benefit analysis for high priority change requirements and opportunities 2.2 Undertake risk analysis and apply problem solving and innovation skills to identify barriers to change and agree and record 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 or education plan, in consultation with relevant groups and individuals, to promote the benefits of the change to the organisation and to minimise loss 3.2 Arrange and manage activities to deliver the communication or education plans to relevant groups and individuals 3.3 Consult with relevant groups and individuals for input into the change process 3.4 Identify and respond to barriers to the change according to risk management plans 3.5 Action interventions and activities set out in project plan according to project timetable 3.6 Activate strategies for embedding the change 3.7 Conduct regular evaluation and review and modify project plan where appropriate to achieve change program objectives

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2	• Interprets detailed information that may deal with complex ideas related to issues both within and outside the workplace context
Writing	2.1, 2.2, 2.3, 2.4, 3.1	• Uses clear and precise language to develop information about objectives, requirements, activities and recommendations • Develops complex plans and strategies in appropriate format for the audience and purpose
Oral Communication	1.6, 2.2, 2.4, 2.5, 3.3	• Discusses and seeks information using appropriate structure and language for the particular audience • Uses questioning and active listening to clarify or confirm understanding
Numeracy	2.1, 2.3, 2.3	• Interprets, analyses and presents numeric/financial information in complex documents
Navigate the world of work	1.1-1.6, 2.4, 2.5, 3.1, 3.2	• Takes a lead role in the development of organisational strategic goals and associated roles and responsibilities
Interact with others	1.5, 1.6, 2.4, 2.5, 3.1-3.3	• Uses a variety of communication tools and strategies to build and maintain effective working relationships • Uses inclusive and collaborative techniques to seek feedback, negotiate and consult with a range of stakeholders
Get the work done	1.1-1.5, 2.1-2.5, 3.1, 3.2, 3.4-3.7	• Plans, organises and implements activities required to achieve strategic priorities and outcomes, including consulting with others and sequencing events to minimise uncertainty for staff • Uses problem-solving skills to identify and analyse issues or barriers, and develop responses • Develops new and innovative ideas through exploration and lateral thinking

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINN601 Lead and manage organisational change	BSBINN601B Manage organisational change	Updated to meet Standards for Training Packages Edits to clarify intent of Performance Criteria Title change	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINN601 Lead and manage organisational change

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and interpret information about the organisation's internal and external environment and consult with stakeholders to identify requirements and opportunities for changes that support organisational objectives
- prioritise opportunities for changes with input from managers
- develop a change management project plan for the priority changes incorporating resource requirements, risk management and timelines
- develop strategies to communicate or educate the changes and embed them
- obtain approvals and agree reporting protocols with relevant managers and implement the plan including addressing barriers to change
- review and evaluate the change management project plan and modify as needed to achieve objectives.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the change management process or cycle and strategies for communicating and embedding change
- explain how organisational behaviour and the external environment can impact on change strategies
- describe the components of a change management project plan
- list potential barriers to change and explain possible strategies to address barriers.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documentation and resources
- office equipment, materials and software packages
- case studies or, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU101 Operate a personal computer

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to start up and use a range of basic functions on a personal computer or business computer terminal.

It applies to individuals who perform a range of routine computer tasks in the various sectors of the business services industry and generally work under direct supervision.

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

Unit Sector

Information and Communications Technology – IT Use

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 Start computer, system information and features	1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.2 Ensure work meets organisational and work health and safety (WHS) requirements for computer operation 1.3 Start computer or log on according to user procedures 1.4 Identify basic functions and features using system information 1.5 Customise desktop configuration, if necessary, with assistance from appropriate persons

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Use help functions as required
2 Navigate and manipulate desktop environment	2.1 Open, close and access features by selecting correct desktop icons 2.2 Open, resize and close desktop windows by using correct window functions 2.3 Create shortcuts onto 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 3.2 Save files with suitable names in appropriate folders 3.3 Rename and move folders/subfolders and files as required 3.4 Identify folder/subfolder and file attributes 3.5 Move folders/subfolders and files using cut and paste, and drag and drop techniques 3.6 Save folders/subfolders and files to appropriate media where necessary 3.7 Search for folders/subfolders and files using appropriate software tools 3.8 Restore deleted folder/subfolders and files as necessary
4 Print information	4.1 Print information from installed printer 4.2 View progress of print jobs and delete as required 4.3 Change default printer, if installed
5 Shut down computer	5.1 Close all open applications 5.2 Shut down computer according to user procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 1.5, 1.6, 3.1-3.8, 4.1-4.3, 5.1, 5.2	• Recognises textual information within internal procedures and technical documents to determine and complete work requirements

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Writing	1.3, 3.1-3.3, 3.7	• Inputs information using familiar text types and records numerical and textual information for file naming conventions
Oral Communication	1.5, 2.3	• Asks simple questions and comprehends answers that contain short and explicit information
Navigate the world of work	1.1-1.3, 5.2	• Recognises and follows organisational procedures and legislative responsibilities, with particular reference to health and safety
Interact with others	1.5, 2.3	• Uses appropriate communication practices to seek guidance from more experienced work colleagues
Get the work done	1.3-1.6, 2.1-2.3, 3.1-3.8, 4.1-4.3, 5.1, 5.2	• With guidance, is beginning to understand and use the specific functions and features of digital systems and tools

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU101 Operate a personal computer	BSBITU101A Operate a personal computer	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU101 Operate a personal computer

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- adjust equipment, furniture and workspace to suit individual ergonomic requirements
- follow organisational and WHS requirements when operating a computer
- follow user procedures and system information when using the basic functions on a computer, seeking assistance when necessary
- use desktop icons and create shortcuts
- create and manipulate folders and subfolders
- check and delete print jobs and change default printer
- correctly shut down software applications and the computer.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the main work health and safety requirements for working with a computer
- list the main points to consider when setting up an ergonomic work environment
- list the main components of the computer system, and briefly explain what each one does
- briefly explain the functions of the operating system
- outline the organisation’s conventions for naming files

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

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- organisational policies and procedures
- information about work health and safety requirements.
- computer user and system information
- suitable workspace including a personal computer or computer terminal with relevant software and printer.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU201 Produce simple word processed documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop basic keyboard skills using touch typing techniques in a broad range of settings.

It applies to individuals who perform a range of mainly routine tasks and generally work under direct supervision using limited practical skills and fundamental knowledge.

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

Unit Sector

Information and Communications Technology – IT Use

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. Prepare to produce documents	1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met 1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3 Identify organisational and task requirements for document layout and design
2. Produce documents	2.1 Format document using appropriate software functions to

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ELEMENT	PERFORMANCE CRITERIA
	adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2 Use system features to identify and manipulate screen display options and controls 2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1 Ensure final document is previewed, checked, adjusted and printed in accordance with organisational and task requirements 3.2 Ensure document is prepared within designated timelines and organisational requirements 3.3 Name and store document in accordance with organisational requirements and exit application without information loss/damage

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 2.3, 3.1, 3.3	• Recognises textual information within organisational and task requirements to determine work requirements
Writing	3.1, 3.3	• Records numerical and textual information in accordance with requirements of task
Oral Communication	1.2	• Participates in a variety of spoken exchanges with relevant personnel in an effort to clarify document purpose, audience and presentation requirements
Navigate the world of work	1.1-1.3, 2.1, 3.1-3.3	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.2	• May seek guidance from more experienced work colleagues
Get the work done	2.1-2.3, 3.1-3.3	• Understands functions and features of specific computer software and uses these to perform work tasks

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBITU201 Produce simple word processed documents	BSBITU201A Produce simple word processed documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU201 Produce simple word processed documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce documents following correct ergonomic, conservation requirements and organisational policies and procedures
- adhere to organisational style manual when formatting documents
- refer to help function and user documentation to rectify document problems
- use system features
- follow designated timelines when preparing documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify basic formatting styles and their affect on formatting, readability and appearance of documents
- describe purpose, use and function of word processing software
- outline organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- describe what is contained in an organisational style guide.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry software packages
- computer user information

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- relevant legislation and codes of practice
- organisational policies and procedures
- relevant workplace documentation and resources including a style guide and user manuals.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU202 Create and use spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to correctly create and use spreadsheets and charts using spreadsheet software.

It applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of creating spreadsheets in a defined context under direct supervision or with limited individual responsibility.

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

Unit Sector

Information and Communications Technology – IT Use

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. Select and prepare resources	1.1 Adjust workspace, furniture and equipment to suit own ergonomic, work organisation and work health and safety (WHS) requirements 1.2 Use energy and resource conservation techniques to minimise wastage in accordance with organisational and statutory requirements 1.3 Identify spreadsheet task requirements and clarify with relevant personnel as required

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ELEMENT	PERFORMANCE CRITERIA
2. Create simple spreadsheets	2.1 Ensure data is entered, checked and amended in accordance with organisational and task requirements, to maintain consistency of design and layout 2.2 Format spreadsheet using software functions; to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 2.3 Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required 2.4 Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
3. Produce simple charts	3.1 Select chart type and design that enables valid representation of numerical data and meets organisational and task requirements 3.2 Create chart using appropriate data range in spreadsheet 3.3 Modify chart type and layout using formatting features
4. Finalise spreadsheets	4.1 Ensure spreadsheet and any accompanying charts are previewed, adjusted and printed in accordance with organisational and task requirements 4.2 Ensure data input meets designated timelines and organisational requirements for speed and accuracy 4.3 Name and store spreadsheet in accordance with organisational requirements and exit application without data loss/damage

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 2.4, 4.1, 4.3	• Recognises numerical and textual information within a range of resources to determine and complete work according to requirements
Writing	2.1, 2.3, 3.2, 4.1, 4.3	• Enters and amends routine data into software using a format appropriate to requirements
Oral	1.3, 2.3	• Listens to short and specific instructions and uses questions to clarify understanding

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Communication		• Uses simple mathematical language to confirm and convey requirements
Numeracy	2.1, 2.3, 3.1, 3.2	• Uses basic mathematical skills to create and apply spreadsheet formulae
Navigate the world of work	1.1-1.3, 2.1, 2.2, 3.1, 4.1-4.3	• Recognises, understands and adheres to legislative and organisational requirements in undertaking own work
Interact with others	1.3	• Recognises purpose of various communications directly relevant to own role and clarifies as required
Get the work done	1.3, 2.1-2.4, 3.1-3.3, 4.1-4.3	• Uses key software features and functions in performing specific work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU202 Create and use spreadsheets	BSBITU202A Create and use spreadsheets	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU202 Create and use spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce documents following correct ergonomic, conservation, organisational and statutory requirements
- consult with appropriate personnel as required
- adhere to organisational style and presentation requirements
- refer to online help function and user documentation to rectify document problems
- create and modify simple charts
- follow designated timelines and ensure high accuracy when preparing documents
- demonstrate ability to prevent data loss and damage.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- demonstrate knowledge of how to format workplace documents
- describe organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques
- outline organisational guidelines on spreadsheet manipulation and processing
- explain purpose and range of use of spreadsheet functions.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry technology

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- organisational policies and procedures
- relevant legislation
- user manuals
- relevant workplace documentation and resources
- industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU301 Create and use databases

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create simple two-table relational databases with reports and queries, for storage and retrieval of information.

It applies to individuals that may provide administrative support within an enterprise, or may be independently responsible for storage and retrieval of data relating to their own work roles.

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

Unit Sector

Information and communications Technology – IT use

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. Create a simple database	1.1 Design a simple database, with at least two tables, using a database application, basic design principles, software functions and simple formulae 1.2 Develop a table with fields and attributes according to database usage, as well as data considerations and user requirements 1.3 Create a primary key for each table 1.4 Modify table layout and field attributes as required

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Create a relationship between the two tables 1.6 Check and amend data entered, in accordance with organisational and task requirements
2. Create reports and queries	2.1 Determine information output, database tables to be used and report layout to meet task requirements 2.2 Determine data groupings, search and sort criteria to meet task requirements 2.3 Run reports and queries to check results and formulae provide the required data 2.4 Modify reports to include or exclude additional requirements
3. Use database	3.1 Ensure data input meets designated timelines and organisational requirements for speed and accuracy 3.2 Use manuals, user documentation and online help to overcome problems with database design and production 3.3 Preview, adjust and print database reports or forms in accordance with organisational and task requirements 3.4 Name and store databases, in accordance with organisational requirements, and exit application without data loss or damage 3.5 Prepare and distribute reports to appropriate person in a suitable format

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.6, 2.1-2.4, 3.1-3.5	• Recognises and interprets textual and numerical information to determine and confirm tasks are completed as per requirements
Writing	1.1-1.6, 2.1-2.4, 3.1-3.4	• Inputs numerical and key reporting information when creating and querying databases, and uses standard naming conventions and format to organise data
Numeracy	1.1, 1.2, 1.6, 2.1-2.4	• Uses mathematical equations to create simple database queries and formulae

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Navigate the world of work	1.2, 1.4, 1.6, 2.1-2.3, 3.1, 3.3, 3.4	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Get the work done	1.1-1.6, 2.1-2.4, 3.1-3.5	• Plans, organises and competes tasks to meet organisational requirements • Utilises a broad range of features within applications in performing routine and complex tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU301 Create and use databases	BSBITU301A Create and use databases	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU301 Create and use databases

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- adhere to organisational requirements when inputting, amending and storing data including:
  - correct naming conventions
- adhere closely to task requirements including:
  - following designated timelines
  - achieving speed and accuracy
- create simple databases including:
  - reports and queries
- follow designated timelines
- correctly name and store data
- distribute reports to appropriate personnel.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation, standards and codes that may affect aspects of business operations
- describe organisational requirements relating to data entry, storage and presentation.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- business technology
- workplace documentation and resources
- industry database software applications.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU303 Design and produce text documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to design and develop text-based documents using advanced features of word processing software.

It applies to individuals who possess fundamental skills in computer operations and keyboarding, and basic skills in operation of word processing software. They may work as individuals who provide administrative support within an enterprise, or may be technical/knowledge experts responsible for production of their own word processed documents.

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

Unit Sector

Information and Communications Technology – IT Use

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. Prepare to produce word processed documents	1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met 1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify organisational and task requirements for text-based business documents to ensure consistency of style and image
2. Design word processed documents	2.1 Design document structure and layout to suit purpose, audience and information requirements of task 2.2 Design document to enhance readability and appearance, and to meet organisational and task requirements for style and layout 2.3 Use style sheets and automatic functions to ensure consistency of design and layout
3. Add tables and other data	3.1 Insert a standard table into a document, changing cells to meet information requirements 3.2 Insert and delete columns and rows as necessary 3.3 Insert images and other data to meet required specifications
4. Produce text documents	4.1 Use advanced software functions to enable efficient production of documents 4.2 Enter or import, and edit text and other data to meet required specifications 4.3 Preview, adjust and print documents in accordance with organisational and task requirements 4.4 Name and store text documents, in accordance with organisational requirements and exit application without information loss/damage 4.5 Prepare text documents within designated timelines and organisational requirements for speed and accuracy 4.6 Use manuals, user documentation and online help to overcome problems with document design and production

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2, 4.3, 4.4, 4.6	• Recognises and interprets textual information from a range of sources to determine and adhere to requirements

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Writing	2.1-2.3, 3.3, 4.2-4.5	• Develops documents using required format, accurate spelling and grammar and terminology specific to requirements • Organises content to support purpose and audience of material using clear and logical language
Oral Communication	1.2	• Uses specific and direct language, and listening and questioning techniques to clarify requirements
Navigate the world of work	1.1-1.3, 2.1-2.3, 3.1, 3.3, 4.2-4.5	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.2	• Collaborates with others to achieve joint outcomes
Get the work done	2.1-2.3, 3.1-3.3, 4.1-4.6	• Uses advanced features within applications to address routine and complex work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU303 Design and produce text documents	BSBITU303A Design and produce text documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU303 Design and produce text documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- adhere to organisational requirements and strategies when creating text documents including:
  - ergonomic requirements
  - energy and resource requirements
- adhere closely to task requirements and required specifications by:
  - following designated timelines
  - achieving consistency of style and image
  - ensuring correct editing and style requirements
  - adhering to designated timelines
- use advanced software features
- communicate effectively with personnel
- overcome problems by referring to user documentation, manuals and online help.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline various formatting styles and their impact on formatting, readability and appearance of documents
- explain organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- describe purpose and contents of an organisational style guide
- identify purpose, uses and functions of word processing software.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- examples of correctly formatted text documents
- style guides.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU304 Produce spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop spreadsheets through the use of spreadsheet software.

It applies to individuals employed in a range of environments who tend to be personally responsible for designing and working with spreadsheets under minimal supervision.

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

Unit Sector

Information and Communications Technology – IT Use

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. Select and prepare resources	1.1 Adhere to ergonomic, work organisation and occupational health and safety requirements 1.2 Use energy and resource conservation techniques to minimise wastage 1.3 Identify spreadsheet task requirements in relation to data entry, storage, output and presentation
2. Plan spreadsheet design	2.1 Ensure spreadsheet design suits purpose, audience and information requirements of task

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Ensure spreadsheet design enhances readability and appearance, and meets organisational and task requirements for style and layout 2.3 Use style sheets and automatic functions to ensure consistency of design and layout
3. Create spreadsheet	3.1 Ensure data is entered, checked and amended to maintain consistency of design and layout, in accordance with organisational and task requirements 3.2 Format spreadsheet using software functions to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 3.3 Ensure formulae are tested and used to confirm output meets task requirements, in consultation with appropriate personnel as required 3.4 Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
4. Produce simple charts	4.1 Select chart type and design that enables valid representation of numerical data, and meets organisational and task requirements 4.2 Create charts using appropriate data range in spreadsheet 4.3 Modify chart type and layout using formatting features
5. Finalise spreadsheets	5.1 Preview, adjust and print spreadsheet and any accompanying charts, in accordance with task requirements 5.2 Ensure data input meets designated timelines and organisational requirements for speed and accuracy 5.3 Name and store spreadsheet in accordance with organisational requirements and exit application without data loss/damage

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2, 3.1-3.4, 5.1	• Recognises and interprets numerical and textual information to determine organisational and task

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		requirements
Writing	2.1, 3.1-3.3, 4.2, 4.3, 5.1-5.3	• Inputs numerical and key reporting information when creating and finalising spreadsheets and uses format, layout, style guides and standard naming conventions to organise data according to purpose and audience
Oral Communication	3.3	• Participates in exchange of information to determine whether formulae utilised produce result required
Numeracy	4.1, 4.2	• Uses mathematical equations to create simple formulae and validate numerical data
Navigate the world of work	1.1-1.3, 2.1-2.3, 3.1-3.3, 4.1, 5.1-5.3	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	3.3	• Collaborates with others to achieve joint outcomes
Get the work done	2.1-2.3, 3.1-3.4, 4.1-4.3, 5.1-5.3	• Uses advanced features within applications to address routine and complex work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU304 Produce spreadsheets	BSBITU304A Produce spreadsheets	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU304 Produce spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- design spreadsheets that address a range of data and organisational requirements
- use software functions, graphics and support materials to create spreadsheets
- apply knowledge of formatting requirements for workplace documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe formatting requirements of workplace documents
- identify organisational guidelines on spreadsheet design and use
- explain organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry software packages
- computer user information
- relevant legislation and codes of practice
- organisational policies and procedures
- relevant workplace documentation and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

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BSBITU306 Design and produce business documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

It applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

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

Unit Sector

Information and Communications Technology – IT Use

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. Select and prepare resources	1.1 Select and use appropriate technology and software applications to produce required business documents 1.2 Select layout and style of publication according to information and organisational requirements 1.3 Ensure document design is consistent with company and/or client requirements, using basic design principles

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1 Identify, open and generate files and records according to task and organisational requirements 2.2 Design document to ensure efficient entry of information and to maximise presentation and appearance of information 2.3 Use a range of functions to ensure consistency of design and layout 2.4 Operate input devices within designated requirements
3. Produce document	3.1 Complete document production within designated timelines according to organisational requirements 3.2 Check document produced to ensure it meets task requirements for style and layout 3.3 Store document appropriately and save document to avoid loss of data 3.4 Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalise document	4.1 Proofread document for readability, accuracy and consistency of language, style and layout prior to final output 4.2 Make any modifications to document to meet requirements 4.3 Name and store document in accordance with organisational requirements and exit application without data loss/damage 4.4 Print and present document according to requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 2.2, 3.2, 3.4, 4.1	• Recognises and interprets textual information from a range of sources to determine and adhere to requirements • Applies strategies to self-correct and verify clarity and conformity of information

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Writing	2.2, 2.3, 3.1, 4.2, 4.3	• Develops documents using required format, accurate spelling and grammar and terminology specific to requirements • Organises content to support purposes and audience of material, using clear and logical language
Oral Communication	1.4	• Confirms requirements with relevant personnel using specific terminology and listening and questioning techniques
Navigate the world of work	1.2, 1.3, 2.1, 2.4, 3.1, 3.2, 4.2-4.4	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.4	• Selects and uses appropriate conventions and protocols when communicating in a range of familiar work contexts
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4, 4.1-4.4	• Uses basic features and functions within applications to access, store, organise data and perform routine work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU306 Design and produce business documents	BSBITU306A Design and produce business documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU306 Design and produce business documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- select appropriate technology and software for design and production of business documents
- adhere to organisational requirements when:
  - selecting layout and style
  - opening and generating files
  - producing documents within designated timelines
  - naming and storing documents
  - printing and presenting documents
- adhere to task requirements when producing documents including:
  - applying basic design principles
  - applying consistent formatting
  - using appropriate styles
  - using correct layouts
  - proofreading as required
- use appropriate data storage options
- apply knowledge of functions and features of contemporary computer applications
- print and present completed documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify appropriate technology for production requirements

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- describe functions and features of contemporary computer applications
- outline organisational policies, plans and procedures
- list organisational requirements for document design e.g. style guide.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- examples of style guides
- organisational procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR402 Lead effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to use leadership to promote team cohesion. It includes motivating, mentoring, coaching and developing the team and forming the bridge between the management of the organisation and team members.

This unit applies to team leaders, supervisors and new or emerging managers where leadership plays a role in developing and maintaining effective workplace relationships. It applies in any industry or community context.

At this level work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation and leadership and guidance of others.

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

Unit Sector

Management and Leadership - Leadership

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. Collect, analyse and communicate information and ideas	1.1 Collect relevant information from appropriate sources and analyse and share with the work team to improve work performance 1.2 Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the

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ELEMENT	PERFORMANCE CRITERIA
	audience and any specific needs 1.3 Lead consultation processes to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4 Seek and value contributions from internal and external sources in developing and refining new ideas and approaches 1.5 Implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel as required
2. Develop trust and confidence as leader	2.1 Treat all internal and external contacts with integrity, respect and empathy 2.2 Use the organisation's social, ethical and business standards to develop and maintain effective relationships 2.3 Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance 2.4 Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5 Lead and encourage other members of the work team to follow examples set according to organisation's policies and procedures
3. Develop and maintain networks and relationships	3.1 Use networks to identify and build relationships 3.2 Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1 Identify and analyse difficulties and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2 Guide and support colleagues to resolve work difficulties 4.3 Regularly review and improve workplace outcomes in consultation with relevant personnel 4.4 Manage poor work performance within the organisation's processes 4.5 Manage conflict constructively within the organisation's processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1	• Collects, analyses and evaluates textual information from a range of resources to inform improvement strategies
Oral Communication	1.2, 1.3, 2.4, 2.5, 4.2	• Selects or adjusts communication style to maintain effectiveness of interaction and build and maintain engagement consistent with organisational requirements
Navigate the world of work	2.2, 2.5, 4.1, 4.4, 4.5	• Recognises and follows legislative and organisational requirements relevant to own role
Interact with others	1.1-1.4, 2.1, 2.3, 2.5, 3.1, 3.2, 4.2, 4.5	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1, 1.5, 4.1, 4.3	• Plans and implements activities and processes to manage and review work performance • Systematically gathers and analyses all relevant information to formulate and evaluate possible solutions to difficulties

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR402 Lead effective workplace relationships	BSBWOR401A Establish effective workplace relationships	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR402 Lead effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access and analyse information to achieve planned outcomes
- apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- review and improve workplace outcomes in consultation with relevant personnel
- adjust interpersonal style and communications to respond to cultural and social diversity
- apply relationship management and communication skills with a range of people that:
  - demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
  - forge effective relationships with internal and/or external people and help to maintain these networks
  - encourage participation and foster contribution of and respect for ideas and feedback
  - provide support to colleagues to resolve difficulties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of how work relationships, and the cultural and social environment, can support or hinder achieving planned outcomes
- explain techniques for developing positive work relationships and building trust and confidence in a team including interpersonal styles, communications, consultation, cultural and social sensitivity, networking
- explain the impact of legislation and organisational policies on workplace relationships
- describe a range of methods and techniques for communicating information and ideas to a range of stakeholders
- outline problems solving methods

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- explain methods to resolve workplace conflict
- explain methods to manage poor work performance
- explain how to monitor, analyse and introduce ways to improve work relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also 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.

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

Unit Sector

Management and Leadership - Leadership

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. Plan to achieve team outcomes	1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2 Engage team members to incorporate innovation and

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ELEMENT	PERFORMANCE CRITERIA
	productivity measures in work plans 1.3 Lead and support team members in meeting expected outcomes
2. Lead team to develop cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required 2.5 Model expected behaviours and approaches
3. Participate in and facilitate work team	3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Give the team support to identify and resolve problems which impede its performance 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
4. Liaise with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 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 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

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Writing	1.1, 4.2	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Interact with others	1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1-1.3, 3.2	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation
- problem solving
- planning

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- workplace innovation
- workplace productivity.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- information about the organisation, including organisational structure, goals, objectives and plans
- case studies, and where possible, real situations
- workplace equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR502 Lead and manage effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead and manage effective workplace relationships.

It applies to individuals in leadership or management who have a prominent role in establishing and managing processes and procedures to support workplace relationships taking into account the organisation's values, goals and cultural diversity.

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.

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

Unit Sector

Management and Leadership - Leadership

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. Manage ideas and information	1.1 Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers 1.2 Develop and/or implement consultation processes to ensure that

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ELEMENT	PERFORMANCE CRITERIA
	employees have the opportunity to contribute to issues related to their work role 1.3 Facilitate feedback to employees on outcomes of the consultation processes 1.4 Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel
2. Establish systems to develop trust and confidence	2.1 Establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to 2.2 Gain and maintain the trust and confidence of colleagues and external contacts through professional conduct 2.3 Adjust own interpersonal communication styles to meet the organisation's cultural diversity and ethical environment and guide and support the work team in their personal adjustment process
3. Manage the development and maintenance of networks and relationships	3.1 Use networks to build workplace relationships providing identifiable outcomes for the team and the organisation 3.2 Conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained
4. Manage difficulties to achieve positive outcomes	4.1 Develop and/or implement strategies to ensure that difficulties in workplace relationships are identified and resolved 4.2 Establish processes and systems to ensure that conflict is identified and managed constructively in accordance with the organisation's policies and procedures 4.3 Provide guidance, counselling and support to assist co-workers in resolving their work difficulties 4.4 Develop and implement an action plan to address any identified difficulties

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing	1.2, 1.4, 2.1, 4.1, 4.2, 4.4	• Prepares plans and policies incorporating appropriate vocabulary, grammatical structure and conventions

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Interact with others	2.2, 2.3, 3.1, 4.3	• Adapts personal communication style to model behaviours, build trust and positive working relationships, and to support others • Plays a lead role in situations requiring effective collaboration, demonstrating high level support and facilitation skills and ability to engage and motivate others
Navigate the world of work	2.1, 2.3	• Establishes or follows organisational policy regarding diversity and ethical conduct
Get the work done	1.1-1.4, 2.1, 3.2, 4.1, 4.2, 4.4	• Takes responsibility for formulating, organising and implementing plans, processes and strategies that impact the workplace • Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies • Evaluates outcomes to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR502 Lead and manage effective workplace relationships	Not applicable	New unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR502 Lead and manage effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and/or implement processes to manage ideas and information including:
  - communicating information to support others to achieve work responsibilities
  - facilitating employees' contributions to consultation on work issues
  - providing feedback on the outcomes of consultations
  - resolution of issues raised or referral to relevant personnel
- establish and/or implement policies to ensure that the organisation’s cultural diversity and ethical values are adhered to
- provide leadership through own behaviour including:
  - professional conduct that promotes trust with internal and external contacts
  - adjusting own interpersonal communication style to meet the organisation’s cultural diversity and ethical environment
- plan for, and manage, the use of networks to support identifiable outcomes for the team and the organisation
- develop and/or implement processes and systems to manage difficulties including:
  - identifying and resolving conflicts and other difficulties according to organisational policies and procedures
  - planning how to address difficulties
  - providing guidance, counselling and support to assist co-workers in resolving their work difficulties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- explain how systems, policies and procedures can support the development of effective work relationships focusing on interpersonal styles, communications, consultation, cultural and social sensitivity, networking and conflict resolution
- outline legislation relevant to managing effective workplace relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

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

Unit Sector

Workforce Development – Learning and Development

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 development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant

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ELEMENT	PERFORMANCE CRITERIA
	sources and compare with established team learning needs
2. Develop individuals and teams	2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies 2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4 Document and maintain records and reports of competency according to organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others

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Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	• Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives
Navigate the world of work	1.1, 2.5, 3.4	• Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts • Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	• Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLED401	BSBLED401A	Updated to meet	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
Develop teams and individuals	Develop teams and individuals	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- learning and development plans, policies and procedures
- case studies and, where available, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED806 Plan and implement a coaching strategy

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan and develop a coaching strategy and to monitor implementation of the coaching program within an organisational context. A coaching strategy may be:

- an internal program forming part of the professional development activities of an educational organisation (such as a Registered Training Organisation) or an enterprise whose core business is not education
- developed for an external client, for example as part of the range of learning services offered or conducted in a collaborative partnership with more than one organisation.

It applies to individuals working to ensure learning advances individual and organisational capabilities. Leaders in learning are typically required to develop and implement coaching strategies in a systematic manner, and to monitor, review and improve strategies to optimise learning outcomes for individuals and the organisation.

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

Unit Sector

Workforce Development – Learning and Development

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 coaching	1.1 Research and review need for and role of, coaching within an

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ELEMENT	PERFORMANCE CRITERIA
strategy	organisation 1.2 Establish a framework for coaching strategy based on organisational context and needs 1.3 Determine roles, responsibilities and outcomes for key individuals involved in coaching strategy 1.4 Develop timelines for coaching strategy implementation in consultation with stakeholders 1.5 Obtain organisational support for coaching strategy in accordance with organisational procedures
2. Prepare for coaching strategy implementation	2.1 Plan coaching program and coaching models to suit coaching strategy and the organisation's worker and employer issues 2.2 Design induction and training requirements 2.3 Design tools and resources for coaches and trainees 2.4 Analyse legal, regulatory and organisational compliance requirements for coaches 2.5 Establish recruitment processes for coaches and trainees
3. Implement coaching strategy	3.1 Promote coaching program 3.2 Recruit and select coaches and trainees 3.3 Establish tools, mechanisms and procedures for matching and managing coach-trainee relationship 3.4 Induct, match and brief coaches and trainees
4. Monitor and support coaching strategy	4.1 Ensure coaching strategy is implemented consistently with work practices and operational requirements 4.2 Provide coaches with access to professional development and support necessary to acquit their role effectively and efficiently 4.3 Design techniques and practices for resolving differences and problems in coaching relationships 4.4 Monitor coaching relationships to ensure accordance with organisational policies and procedures 4.5 Recognise and acknowledge positive contribution individuals make to coaching activities
5. Review and report on coaching strategy	5.1 Collect, analyse and report data on coaching outcomes at individual or group level, in line with organisational context and needs 5.2 Identify and promote ongoing opportunities for coaching in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with individual and organisational context and needs 5.3 Evaluate coaching strategy, document findings and present recommendations for improvement to relevant others

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.5, 3.3, 3.4, 4.1, 4.3, 4.4	• Analyses and evaluates information from various sources to plan, implement and review a coaching strategy
Writing	1.2-1.4, 2.1-2.3, 2.5, 3.3, 4.1, 4.3, 5.3	• Records results of research and analysis of information and consultations using clear and comprehensible language and layout • Documents plans, processes and procedures to support the organisational coaching strategy • Reports on outcomes of mentoring program using language and layout appropriate to audience and context
Oral Communication	1.4, 1.5, 3.1, 3.2, 3.4, 4.5, 5.2	• Uses appropriate language to provide information and encourage discussion • Applies listening and questioning techniques to check and confirm understanding
Numeracy	1.4	• Uses basic mathematical calculations and arranges sequential numerical information to develop coaching timelines
Navigate the world of work	1.5, 2.4, 4.1, 4.4, 5.1, 5.2	• Adheres to organisational policies, procedures and standards and considers own role in terms of its contribution to broader goals of work environment • Adheres to legislation and regulations relevant to own role
Interact with others	1.4, 1.5, 3.1, 3.4, 4.3, 4.5, 5.1, 5.2, 5.3	• Tailors communication to achieve its purpose, demonstrating understanding of the needs of particular audiences • Collaborates with others to set and facilitate shared outcomes • Invests time and energy in building rapport with others

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		as an integral part of all work-based interactions
Get the work done	1.1-1.5, 2.1, 2.5, 3.2, 3.3, 4.2, 4.3, 5.1-5.3	• Plans, organises and implements tasks required to plan, implement and monitor coaching in workplace • Systematically gathers and analyses relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement • Uses analytical processes to anticipate or address problems, generating possible solutions depending on differing operational contingencies and environments • Uses digital tools to store, access and organise information about the coaching program

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLED806 Plan and implement a coaching strategy	BSBLED706A Plan and implement a coaching strategy	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED806 Plan and implement a coaching strategy

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a coaching strategy according to organisational needs including:
  - developing a timeline for implementation of strategy
  - seeking support from appropriate others
- plan and design a coaching program including:
  - designing tools and resources
  - analysing compliance requirements
  - establishing recruitment processes
- implement coaching strategy according to operational requirements
- ensure coaches are supported according to relevant policies and procedures
- monitor, review and report on implementation, utilising coaching data to recommend improvements to the coaching strategy.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain basic coaching techniques
- list and describe the components of a coaching strategy
- explain coaching program design principles
- explain how resource requirements vary according to the coaching program model used
- explain the methods used to match and manage coaches and trainees
- outline techniques and practices for resolving differences between coaches and trainees

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- identify legislation, regulations, policies, procedures and guidelines relating to workplace coaching, including confidentiality and privacy requirements
- describe how coaching program data is collected and where data is stored
- outline methods for evaluating and reporting on coaching programs.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- workplace policies and procedures
- office equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMED301 Interpret and apply medical terminology appropriately

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to understand and respond to instructions; to carry out routine tasks and communicate with a range of internal/external clients in a medical environment; as well as use appropriate medical terminology.

It applies to individuals who apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgment using appropriate knowledge to provide technical advice and support to a team.

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

Unit Sector

Administration – Medical Services Administration

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. Respond appropriately to instructions which contain medical terminology	1.1 Receive, interpret and document written and oral instructions using medical terminology 1.2 Use checklists where appropriate 1.3 Interpret abbreviations for specialised medical terminology 1.4 Interpret and adhere to the policies and procedures of the

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ELEMENT	PERFORMANCE CRITERIA
	workplace 1.5 Seek clarification when necessary
2. Carry out routine tasks	2.1 Use medical terminology correctly in the completion of routine tasks 2.2 Seek assistance from supervisor or experienced staff member as required
3. Use appropriate medical terminology in oral and written communication	3.1 Use appropriate medical terminology as directed, in oral communication with patients, fellow workers and health professionals 3.2 Use appropriate medical terminology as directed, in written communication with patients, fellow workers and health professionals 3.3 Present written communication to a designated person for verification if required 3.4 Spell and pronounce medical terminology correctly

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 3.2, 3.4	• Interprets technical language within various texts • Determines how content can be used appropriately in the workplace
Writing	1.1, 1.2, 1.5, 2.1, 3.2, 3.3, 3.4	• Uses clear, specific and industry related terminology to complete and update workplace documentation
Oral Communication	1.5, 2.1, 2.2, 3.1, 3.2, 3.4	• Pronounces complex and specific words correctly and uses them in the correct context • Seeks the view and opinions of others by listening and questioning
Navigate the world of work	1.4	• Understands and operates within organisational procedures and policies
Interact with others	1.1, 1.5, 2.2, 3.1-3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own

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		role
Get the work done	1.1, 1.2	• Plans a range of routine tasks, accepting goals and aiming to achieve them efficiently

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMED301 Interpret and apply medical terminology appropriately	BSBMED301B Interpret and apply medical terminology appropriately	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMED301 Interpret and apply medical terminology appropriately

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- interpret and follow written instructions containing medical terminology
- produce documents containing correct medical terminology according to organisational requirements
- use medical terminology correctly in oral communications
- identify and use appropriate abbreviations for medical terms and associated processes.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline medical terminology relevant to the practice, including the fundamental word structure used in medical terms
- outline the relevant policies and procedures
- identify sources of information available to check on medical terminology.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the medical services administration field of work and include access to:

- office equipment and resources
- examples of documentation
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBMED302 Prepare and process medical accounts

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to provide advice to patients regarding fee structures and process referrals, as well as prepare and process medical accounts for a range of patients.

This unit applies to individuals who apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgement using appropriate knowledge to provide technical advice and support to a team.

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

Unit Sector

Administration – Medical Services Administration

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. Provide advice to patients about fee structure	1.1 Identify and advise patients of fee schedule for different services 1.2 Advise patients regarding entitlements and rebates 1.3 Schedule medical appointments using appropriate booking and account systems
2. Process referrals to	2.1 Check referrals to ensure validity

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ELEMENT	PERFORMANCE CRITERIA
specialist practitioners	2.2 Follow correct procedures for referral 2.3 File referral letters according to legislation and workplace policies and procedures
3. Prepare medical accounts for bulk billed and private patients	3.1 Accurately follow procedures for billing based on account type 3.2 Identify and cost procedures which are not eligible for Medicate rebate 3.3 Select and complete appropriate account and billing documentation according to workplace and legislative requirements 3.4 Follow procedures for preparing Veterans' Affairs, workers' compensation and motor vehicle third party accounts accurately 3.5 Forward medical account to designated person or organisation according to legislation and account processing procedures
4. Process accounts	4.1 Receive and document payments 4.2 Prepare and issue receipts to person or authority according to legislation and workplace policies and procedures 4.3 Reconcile Medicare payments with claims made by the medical practice 4.4 Follow up overdue accounts 4.5 Provide and store financial records and data in accordance with policies and procedures of the workplace

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 2.2, 2.3, 3.1-3.5, 4.1-4.5	• Recognises text within job specifications and work processes related to the processing and preparation of medical accounts
Writing	1.3, 2.2, 2.3, 3.1-3.5, 4.1-4.5	• Records and uses appropriate written communication when preparing medical accounts and in various other medical administration contexts
Oral	1.1, 1.2, 4.4	• Uses everyday language with patients to provide advice relating to the fee structure for different

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Communication		services as well as following up overdue accounts
Numeracy	1.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4	• Uses basic mathematical calculations and arranges sequential numerical information when dealing with fees and processing medical accounts
Navigate the world of work	2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4.2, 4.5	• Recognises and responds to organisational and legislative requirements for tasks
Get the work done	1.1, 1.3, 2.1, 2.3, 3.1, 3.3, 3.5, 4.1-4.5	• Plans and organises workload and commitments to ensure work is completed in a timely manner • Uses digitally based systems and technologies to access, organise and present information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMED302 Prepare and process medical accounts	BSBMED302B Prepare and process medical accounts	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMED302 Prepare and process medical accounts

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- provide accurate and clear advice to patients about a range of entitlements and benefits
- use an appointment system to schedule medical appointments
- process referrals according to legislative and organisational requirements
- prepare, process and store medical accounts and payment records according to legislative and organisational requirements
- follow up unpaid accounts.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline Medicare entitlements
- outline public and private health insurance systems
- discuss key aspects of relevant legislation, regulations, standards and codes of practice that affect workplace operations
- describe the differences between workers' compensation, TAC and Veterans' Affairs claims
- explain procedures for patients without a Medicare card or number.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the medical services administration field of work and include access to:

- office equipment and resources

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- examples of documentation
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMED303 Maintain patient records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain patient records within an existing medical records management system, under the supervision of a senior receptionist or practice manager.

It applies to individuals who apply a broad range of competencies in various medical administration contexts. They are skilled operators who are expected to exercise discretion and judgement in accessing and maintaining patient records while fully respecting patient privacy and the confidentiality of their details.

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

Unit Sector

Administration – Medical Services Administration

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. Identify and clarify own role and procedures for patient recordkeeping	1.1 Determine own role and responsibilities within patient recordkeeping system through consultation with relevant personnel or via organisational policy and procedures manual 1.2 Access documented procedures for patient recordkeeping system and read for understanding 1.3 Seek clarification with relevant personnel of unclear or

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ELEMENT	PERFORMANCE CRITERIA
	ambiguous procedures
2. Access patient records	2.1 Gain access to patient records to facilitate patient visit 2.2 Check currency and accuracy of patient demographic and personal details 2.3 Create new records according to enterprise protocols 2.4 Check records following patient visits, for practitioners' instructions related to follow-up action 2.5 Store patient files following organisational policy and procedures
3. Help maintain records	3.1 Make checks of patient files 3.2 Carry out archiving of patient files as required 3.3 Transfer patient files to another health facility upon appropriate request for patient information
4. Monitor and review own role	4.1 Monitor and review own role and responsibilities in maintaining patient records to identify opportunities for improvements to system and own work practices 4.2 Make recommendations to relevant personnel for improvements to the established procedures and processes for maintaining patient records

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.2	• Recognises and interprets a range of everyday workplace information including organisational protocols and medical data
Writing	2.3, 3.2, 3.3, 4.2	• Creates and maintains records according to organisational requirements • Documents recommendations for improved processes using simple vocabulary and required structure
Oral	1.1, 1.3, 4.2	• Uses specific vocabulary and active listening and questioning techniques to confirm understanding

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Communication		
Navigate the world of work	1.1, 2.3, 2.5	• Identifies and works within own roles and responsibilities according to organisational procedures and protocols
Interact with others	1.1, 1.3, 4.2	• Selects the appropriate form, channel and mode of communication for a specific purpose related to own work • Collaborates with others to achieve results in immediate work context
Get the work done	1.1, 2.1, 2.5, 3.1-3.3, 4.1, 4.2	• Plans and sequences workload to ensure tasks are completed accurately and in a timely manner • Uses analytical skills to determine recommendations for improvement to established processes and procedures

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMED303 Maintain patient records	BSBMED303B Maintain patient records	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMED303 Maintain patient records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use record and file management systems to create, access, store and maintain accurate records, according to organisational requirements
- identify and recommend improvements to recordkeeping system or own work practices
- communicate with relevant people about patient data.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislation, regulations, standards and codes of practice that affect patient recordkeeping
- explain workplace policies and procedures related to patient recordkeeping, including privacy and confidentiality
- describe filing record management processes
- explain how medical coding is used to help access and maintain patient records.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the medical services administration field of work and include access to:

- a records system
- documented procedures
- case studies and, where possible, real situations
- office equipment and resources.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to apply principles and procedures relating to confidentiality, privacy and security to own work within the medical environment.

It applies to individuals required to maintain confidentiality, privacy and security under legislation, and workplace policies and procedures in a medical environment. It covers working within accepted codes of conduct and following confidentiality, privacy and security provisions.

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

Unit Sector

Administration – Medical Services Administration

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. Work within accepted codes of conduct	1.1 Ensure work is reviewed and approved by a health practitioner or senior administrator who has delegated tasks 1.2 Keep records up-to-date and complete tasks as required, neatly, accurately and in a timely manner 1.3 Seek clarification with relevant personnel of unclear or ambiguous procedures

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Treat patients, colleagues and health practitioners with respect 1.5 Refer health related matters raised by patients back to medical practitioners 1.6 Act with honesty and integrity at all times 1.7 Communicate conflict of interest or potential conflict of interest promptly to manager or supervisor
2. Follow confidentiality and privacy procedures	2.1 Assess information and requests for information with regard to what is and what is not disclosable 2.2 Use discretion and judgement in all communications 2.3 Discuss patient-related matters within the confines of the facility and with appropriate personnel only 2.4 Seek advice and clarification with relevant personnel where potential confidentiality issues arise in dealings with patients, their families and others
3. Follow security procedures	3.1 Store and appropriately secure patient records and other confidential documentation 3.2 Clearly label and store securely according to organisational policies and procedures, all documents required by legislation to be stored for certain periods 3.3 Ensure drugs, equipment and other materials potentially posing a work health and safety (WHS) threat to others are stored securely at all times

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 3.1, 3.2	• Recognises familiar text types within job specifications and regulatory requirements and uses different strategies to identify relevant information
Writing	1.2, 3.2	• Produces records and labels according to workplace requirements
Oral	1.1, 1.3, 1.4, 1.5,	• Uses appropriate language and non-verbal features to provide information

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Communication	1.7, 2.4	• Obtains information from others by active listening and questioning
Navigate the work of work	1.6, 2.1, 2.2, 3.1, 3.2, 3.3	• Operates according to ethical guidelines and legislative requirements • Follows organisational procedures and protocols
Interact with others	1.1, 1.3, 1.4, 1.5, 1.7, 2.2, 2.3, 2.4	• Collaborates with others to achieve outcomes, playing an active role in facilitating respectful interactions
Get the work done	1.1, 1.2, 1.7, 2.1, 3.1, 3.2	• Plans and sequences workload to ensure tasks are completed accurately and in a timely manner • Takes responsibility for the outcomes of routine decisions related directly to own role • Recognises and takes responsibility for addressing predictable problems in familiar work contexts • Understands the importance of secure information and privacy in relation to own work

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment	BSBMED305B Apply the principles of confidentiality, privacy and security within the medical environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate with others according to accepted codes of conduct
- assess whether information is disclosable
- identify and communicate a conflict of interest
- store records and confidential documentation according to organisational requirements
- identify and store drugs, equipment and materials requiring secure storage appropriately.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain enterprise policies and procedures for confidentiality, privacy and security
- identify relevant legislation relevant to confidentiality, privacy, security, record storage and work health and safety practices.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the medical services administration field of work and include access to:

- office equipment and resources
- case studies or actual experiences related to confidentiality, privacy and security issues.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMED401 Manage patient recordkeeping system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage a patient recordkeeping system within a medical environment and to supervise others. It covers clarifying roles and responsibilities, managing the operation of a patient recordkeeping system, and reviewing and improving the system. The unit does not cover the design of a new system but does cover reviews and improvements to an existing system.

It applies to individuals managing an existing recordkeeping system (and sub-systems within the overall system) in a medical context. It may involve supervising the work of other personnel who implement the system and maintain patient records day-to-day. It also involves working with users of the system such as the health practitioners in the enterprise.

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

Unit Sector

Administration – Medical Services Administration

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. Clarify how patient records system operates	1.1 Access policies and procedures for patient records 1.2 Consult relevant personnel about how the system operates 1.3 Determine roles and responsibilities for the system operations 1.4 Communicate roles and responsibilities for system operations

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ELEMENT	PERFORMANCE CRITERIA
	to relevant personnel
2. Manage operation of patient records system	2.1 Supervise staff maintaining patient records 2.2 Provide staff maintaining patient records with training as required 2.3 Regularly consult staff using patient records about system efficacy 2.4 Maintain integrity of patient records 2.5 Maintain security of patient records 2.6 Stress importance of confidentiality of patient records to all staff, who handle or have access to patient files 2.7 Provide authorisation of transfer of records from the workplace according to policies and procedures 2.8 Archive records as appropriate
3. Review and improve patient records system	3.1 Monitor and review implementation of the system to identify improvements 3.2 Make recommendations to relevant personnel for system improvements 3.3 Implement approved recommendations 3.4 Supervise staff maintaining patient records to implement changes 3.5 Plan and deliver any required training for staff to implement changes made to the system

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.1, 2.5, 2.7, 2.8, 3.1-3.5	• Identifies and interprets relevant information and ideas within organisational texts
Writing	1.4, 2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 3.1-3.5	• Creates and maintains records using required words and codes • Prepares documentations for others using words and

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		style appropriate to audience and context
Oral Communication	1.2, 1.4, 2.1, 2.2, 2.3, 2.6, 3.2, 3.4, 3.5	• Communicates with relevant personnel and uses everyday language to train or supervise staff • Asks questions and listens for relevant information in oral texts
Navigate the world of work	1.1, 1.3, 2.6	• Identifies and works according to roles and responsibilities, policies and procedures • Ensures own and others behaviour is consistent with the expected policies, procedures and responsibilities related to privacy, confidentiality and security in a medical environment
Interact with others	1.2, 1.4, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5	• Collaborates with relevant personnel to ensure understanding of the records system • Selects and uses appropriate communication practices when providing training or feedback to others
Get the work done	1.1-1.4, 2.1-2.5, 2.8, 3.1-3.5	• Plans and organises own and others' tasks to ensure work is completed according to legislative and organisational requirements • Uses analytical processes to determine opportunities for improvements to processes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMED401 Manage patient record-keeping system	BSBMED401B Manage patient recordkeeping system	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMED401 Manage patient recordkeeping system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- manage a patient recordkeeping system and supervise its use
- document how records have been accessed and archived by staff or self in accordance with organisational and legislative requirements
- provide activities to others that support correct use of a patient record system.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislation, regulations, standards and codes of practice for maintaining records in a medical environment
- explain enterprise policies and procedures related to:
  - patient recordkeeping including archiving and records transfer
  - privacy and confidentiality
  - access to records
- describe filing systems and record management processes
- explain how medical coding is used to help access and maintain patient records.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the medical services administration field of work and include access to:

- office equipment and resources

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- documents and records
- a records system
- documented procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT401 Show leadership in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

It applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These managers have a strong influence on the work culture, values and ethics of the teams they supervise.

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

Unit Sector

Management and Leadership – Management

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. Model high standards of management performance and behaviour	1.1 Ensure management performance and behaviour meets the organisation’s requirements 1.2 Ensure management performance and behaviour serves as a positive role model for others 1.3 Develop and implement performance plans in accordance with organisation’s goals and objectives 1.4 Establish and use key performance indicators to meet

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ELEMENT	PERFORMANCE CRITERIA
	organisation's goals and objectives
2. Enhance organisation's image	2.1 Use organisation's standards and values in conducting business 2.2 Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3 Ensure personal performance contributes to developing an organisation which has integrity and credibility
3. Make informed decisions	3.1 Gather and organise information relevant to the issue/s under consideration 3.2 Facilitate individual's and team's active participation in decision-making processes 3.3 Examine options and assess associated risks to determine preferred course/s of action 3.4 Ensure decisions are timely and communicate them clearly to individuals and teams 3.5 Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6 Use feedback processes effectively to monitor the implementation and impact of decisions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.1, 3.1, 3.3, 3.5, 3.6	• Gathers, interprets and analyses text relating to organisational goals, standards and values to aid planning and decision making
Writing	1.3, 1.4, 3.1, 3.3, 3.5, 3.6	• Records and reports key information related to the organisational goals, standards and objectives • Researches, plans and prepares documentation for relevant stakeholders
Oral Communication	1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6	• Uses appropriate structure and language when developing performance plans, or when seeking and providing information about organisational goals and

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		objectives
Numeracy	1.4	• Identifies and comprehends mathematical information in familiar texts to establish key performance indicators
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 2.1, 2.3	• Understands how own role meshes with others and contributes to broader work goals • Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective outcomes • Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals

Range of Conditions

This section 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.

Organisation's standards and values must be identified by considering:	• explicitly stated values • values that are implied by the way the organisation conducts its business.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT401 Show leadership in the workplace	BSBMGT401A Show leadership in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT401 Show leadership in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the organisation's standards and values, whether stated or implied by the way the organisation conducts its business
- evaluate own behaviour and performance against these and adjust to achieve required standards
- develop and implement performance plans and key performance indicators (KPIs) to meet organisation's goals and objectives
- use established communication channels to raise questions about standards and values that may be damaging to the organisation
- ensure own behaviour and performance contributes to the integrity and credibility of the organisation
- facilitate processes to make decisions that are based on:
  - relevant information
  - examination of options and associated risks
  - input from relevant people
- communicate about making and implementing decisions including:
  - facilitating agreement on the preferred course of action and implementation plans
  - monitoring and feedback on the implementation and impact of decisions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to identify an organisation's standards and values when they are:
  - stated

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  - implied
- articulate organisational values and expectations of behaviour
- explain basic theory of group behaviour
- outline the organisation's process for raising questions about standards and values
- give examples of behaviours and performance that would typically be considered damaging to an organisation
- explain concepts including:
  - organisational values
  - role modelling
  - integrity and credibility
  - leadership.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT402 Implement operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, planning and acquiring resources and providing reports on performance as required.

It applies to individuals who plan activities to achieve the measurable, stated objectives of the team and the organisation. At this level work will normally be carried out within routine and non-routine methods and procedures which require planning, evaluation, leadership and guidance of others.

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

Unit Sector

Management and Leadership – Management

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. Implement operational plan	1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Implement operational plans to contribute to the achievement of organisation's performance/business plan 1.3 Identify and use key performance indicators (KPIs) to monitor

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ELEMENT	PERFORMANCE CRITERIA
	operational performance 1.4 Manage contingencies by adjusting the implementation of the operational plan in consultation with others 1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1 Recruit and induct employees within organisation's policies, practices and procedures 2.2 Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets 3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval 3.6 Implement systems, procedures and records associated with performance in accordance with organisation's requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.4	• Actively reinforces learning by applying new knowledge and skills in mentoring, coaching and supervising others
Reading	1.1-1.5, 2.1, 2.2, 3.1, 3.2, 3.6	• Identifies, interprets, analyses and reviews textual information related to the operational plan and

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		monitoring of operational performance
Writing	1.1-1.5, 2.1, 2.2, 3.2-3.6	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares workplace documentation for relevant stakeholders using organisational formats
Oral Communication	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Participates in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience
Numeracy	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3	• Selects and uses familiar mathematical techniques to organise timely supply of adequate resources for the operational plan and to use budgetary information to monitor performance
Navigate the world of work	1.5, 2.1, 2.2, 3.3, 3.4, 3.6	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to build rapport, seek or present information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 3.6	• Takes responsibility for planning, organising, implementing and monitoring tasks required to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they met stated goals • Recognises and addresses an increasing range of familiar problems by implementing contingency plans

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT402 Implement	BSBMGT402A Implement	Updated to meet Standards for	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
operational plan	operational plan	Training Packages. Edits to clarify intent of Performance Criteria.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT402 Implement operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- interact with a range of people/groups to identify resource requirements, performance objectives, systems, procedures and records relating to the operational plan
- vary the operational plan and gain approval to deal with contingencies
- monitor operational performance against the performance objectives and budgets and take action to rectify unsatisfactory performance
- plan and acquire physical and human resources using organisation's systems and procedures
- manage and support personnel to achieve performance objectives. including inducting new employees and providing mentoring and coaching
- present information and recommendations to support implementation and variation of the operational plan
- document and provide reports on performance as required by the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe performance monitoring systems and processes
- describe methods for problem solving
- explain how organisational policies and procedures relate to the operational plan.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- organisational operational plans, policies and procedures
- workplace documentation and resources including budgets, physical and human resource procurement documentation, employee induction and performance monitoring procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

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

Unit Sector

Management and Leadership – Management

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. Implement continuous improvement systems and	1.1 Implement systems to ensure that individuals and teams are actively encouraged and supported to participate in decision

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ELEMENT	PERFORMANCE CRITERIA
processes	making processes, assume responsibility and exercise initiative 1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback 1.3 Ensure effective mentoring and coaching allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1 Use the organisation's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved 2.2 Improve customer service through continuous improvement techniques and processes 2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1 Implement processes to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan 3.2 Document work performance to aid the identification of further opportunities for improvement 3.3 Manage records, reports and recommendations for improvement within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.2, 3.3	• Evaluates and integrates facts and ideas to construct meaning from a range of text types in an effort to implement continuous improvement systems and processes
Writing	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	• Selects vocabulary, grammatical structures and conventions appropriate to text • Researches, plans and prepares continuous improvement documentation for relevant stakeholders
Oral	1.2, 1.3, 2.3	• Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit

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Communication		the audience
Navigate the world of work	2.1	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact the work of others	1.2, 1.3, 2.3, 3.1	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3	• Takes responsibility for planning and organising own workload to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Uses digital applications to access and filter data, extract, organise, integrate and share relevant information • Recognises the potential of new approaches to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT403 Implement continuous improvement	BSBMGT403A Implement continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT406 Plan and monitor continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan and monitor the organisation's continuous improvement systems and processes.

It applies to individuals who use various systems and strategies to actively encourage a team to monitor and review performance, identifying opportunities for improvements.

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

Unit Sector

Management and Leadership – Management

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. Plan continuous improvement systems and processes	1.1 Plan systems according to organisational policy to ensure individuals and teams are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative 1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback 1.3 Ensure effective mentoring and coaching allow individuals and teams to implement the organisation's continuous improvement processes

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Support efforts to enhance sustainable and environmentally-friendly work practices in accordance with the organisation's continuous improvement processes
2. Monitor and review performance	2.1 Use the organisation's systems and technology according to agreed operational processes to monitor and review progress and to identify ways planning and operations could be improved 2.2 Improve customer service through continuous improvement techniques and processes according to requirements of the organisation's continuous improvement systems and processes 2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1 Implement processes to ensure team members are informed of savings and productivity or service improvements in line with requirements of the business plan 3.2 Record work performance to assist in identifying further opportunities for improvement following agreed organisational recordkeeping processes 3.3 Manage records, reports and recommendations for improvement within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 3.1-3.3	• Selects and applies a range of reading strategies as appropriate to plan and monitor continuous improvement processes
Writing	1.1, 1.2, 2.1, 2.3, 3.1-3.3	• Plans, monitors and communicates relationships relating to continuous improvement process, matching style of writing to purpose and audience
Oral Communication	1.1-1.3, 2.3, 3.1	• Selects and uses appropriate strategies to establish and maintain spoken communication to gain commitment of individuals and teams to continuously improve
Navigate the world of work	1.1, 1.4, 2.1, 2.2, 3.1, 3.2	• Adheres to organisational policies, procedures and business plans and considers own role for its

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		contribution to broader goals of the work environment
Interact with others	1.1-1.3, 2.3, 3.1	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Demonstrates an increasing awareness of the interplay of factors involved in any group interaction • Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.3	• Uses logical planning processes, and an increasingly intuitive understanding of context, to identify and plan ongoing improvements within the organisation • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Selects or supports new ideas based on their contribution to achievement of broader goals • Uses digital systems and tools to achieve work goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT406 Plan and monitor continuous improvement	BSBMGT406A Plan and monitor continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT406 Plan and monitor continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement, monitor and adjust plans, processes and procedures to improve performance
- demonstrate ways to support others to implement continuous improvement systems and processes
- identify and report opportunities for further improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain relevant principles and techniques associated with:
  - benchmarking
  - best practice
  - change management
  - continuous improvement systems and processes
  - quality systems.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the 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.

It applies to individuals 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.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

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

Unit Sector

Management and Leadership – Management

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. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Develop work plans in accordance with operational plans 1.3 Allocate work in a way that is efficient, cost effective and outcome focussed 1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals 1.5 Develop and agree performance indicators with relevant staff prior to commencement of work 1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies 2.2 Train participants in the performance management and review process 2.3 Conduct performance management in accordance with organisational protocols and time lines 2.4 Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1 Provide informal feedback to staff on a regular basis 3.2 Advise relevant people where there is poor performance and take necessary actions 3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance 3.4 Document performance in accordance with the organisational performance management system 3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1 Write and agree on performance improvement and development plans in accordance with organisational policies 4.2 Seek assistance from human resources specialists, where appropriate 4.3 Reinforce excellence in performance through recognition and continuous feedback 4.4 Monitor and coach individuals with poor performance 4.5 Provide support services where necessary 4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7 Terminate staff in accordance with legal and organisational

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ELEMENT	PERFORMANCE CRITERIA
	requirements where serious misconduct occurs or ongoing poor-performance continues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.2, 3.3, 4.4	• Consolidates and improves own knowledge and skills by coaching, mentoring or training others
Reading	1.2, 1.6, 2.4	• Gathers, interprets and analyses texts in organisational documents to facilitate performance management
Writing	1.2, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 3.4, 3.5, 4.1, 4.7	• Plans and prepares documents for allocating work and managing performance suitable for the target audience and in accordance with organisational requirements
Oral Communication	1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.2-4.7	• Uses language and structure appropriate to context and audience to explain expected standards of performance, provide feedback and coach staff
Numeracy	1.3, 1.4, 1.5, 1.6, 2.1, 2.4, 3.4, 4.1	• Extracts and evaluates mathematical information embedded in a range of tasks and text relating to performance standards and risk analysis
Navigate the world of work	1.2, 1.6, 2.1, 2.3, 3.4, 3.5, 4.1, 4.7	• Appreciates the implications of legal and regulatory responsibilities related to own work and the organisation as a whole • Monitors adherence to organisational policies and procedures
Interact with others	1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2-4.6	• Recognises and applies the protocols governing what to communicate to whom and how in a range of work contexts • Collaborates with others to achieve joint outcomes, influencing direction and taking a leadership role on occasion
Get the work done	1.2, 1.3, 1.5, 1.6, 2.1, 2.4, 4.1, 4.2	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Seeks advice, feedback and support as required to assist in the decision-making process • Uses experiences to reflect on the ways in which

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		variables impact on performance

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT502 Manage people performance	BSBMGT502B Manage people performance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- reinforce excellence in performance through recognition and continuous feedback
- seek assistance from human resources specialists where appropriate
- keep records and documentation in accordance with the organisational performance management system.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislative and regulatory requirements
- outline relevant awards and certified agreements
- explain performance measurement systems utilised within the organisation
- explain unlawful dismissal rules and due process
- describe staff development options and information.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using 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.

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

Unit Sector

Management and leadership – Management

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. Lead continuous improvement systems and processes	1.1 Develop strategies to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as

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ELEMENT	PERFORMANCE CRITERIA
	appropriate 1.2 Establish systems to ensure that the organisation's continuous improvement processes are communicated to stakeholders 1.3 Ensure that change and improvement processes meet sustainability requirements 1.4 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5 Ensure that insights and experiences from business activities are captured and accessible through knowledge management systems
2. Monitor and adjust performance strategies	2.1 Develop strategies to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved 2.2 Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1 Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2 Ensure processes include recording of work team performance to assist in identifying further opportunities for improvement 3.3 Consider areas identified for further improvement when undertaking future planning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.3	• Identifies and extracts relevant information from a range of complex texts • Locates, interprets and analyses workplace documentation to gather information relating to continuous improvement
Writing	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1-3.3	• Develops complex texts related to continuous improvement processes according to organisational requirements

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		• Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.4, 2.2	• Presents information to a range of audiences using appropriate structure and language • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Navigate the world of work	1.1-1.3, 2.1, 2.2	• Develops strategies to enable compliance with legislative requirements and achievement of the organisation's goals • Monitors adherence to organisational policies, procedures and protocols and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.2, 1.4, 2.2	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3	• Takes responsibility for developing, implementing and monitoring systems and processes to achieve organisational outcomes • Uses analytical and lateral thinking to review current practices and develop ideas for improvement • Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT516 Facilitate continuous improvement	BSBMGT516C Facilitate continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to establish systems and processes for continuous improvement that:

- facilitate effective contributions to and communications about continuous improvement processes and outcomes
- address sustainability requirements
- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT517 Manage operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.

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

Unit Sector

Management and Leadership – Management

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 operational plan	1.1 Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Develop and/or implement consultation processes as an

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ELEMENT	PERFORMANCE CRITERIA
	integral part of the operational planning process 1.3 Ensure the operational plan includes key performance indicators to measure organisational performance 1.4 Develop and implement contingency plans for the operational plan 1.5 Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required 1.6 Obtain approval for the plan from relevant parties and explain the plan to relevant work teams
2. Plan and manage resource acquisition	2.1 Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies, practices and procedures 2.2 Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures 2.3 Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services
3. Monitor and review operational performance	3.1 Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2 Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3 Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation 3.4 Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5 Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups 3.6 Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.6	• Identifies and extracts relevant information from a range of complex texts • Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan
Writing	1.1-1.5, 2.1, 2.2, 3.1-3.6	• Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements • Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.5, 1.6, 3.4, 3.5	• Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Numeracy	1.1, 1.3, 1.4, 3.1-3.4	• Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan
Navigate the world of work	2.1, 2.2, 3.4, 3.6	• Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment • Appreciates the implications of legal responsibilities with specific reference to health and safety
Interact with others	1.1, 1.2, 1.5, 1.6, 3.5	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion
Get the work done	1.1-1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 3.6	• Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as

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		required to assist in the development and planning phase • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT517 Manage operational plan	BSBMGT515A Manage operational plan	Updated to meet Standards for Training Packages. Edits to clarify intent of Performance Criteria. Additional performance criterion and evidence for intellectual property.	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT517 Manage operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes:
  - resource requirements
  - key performance indicators
  - monitoring processes
  - contingency plans
- communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including:
  - recruiting, inducting and developing personnel
  - acquiring physical resources and services
  - protecting intellectual property
  - making variations to the plan
  - monitoring and documenting performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe models and methods for operational plans
- explain the role of an operational plan in achieving the organisation's objectives
- explain budgeting processes

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- list alternative approaches to developing key performance indicators to meet business objectives
- outline the legislative and regulatory context relevant to the operational plan of the organisation
- outline the organisation's policies, practices and procedures that directly relate to the operational plan.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation and regulations
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT605 Provide leadership across the organisation

Modification History

Release	Comments
Version 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to demonstrate senior leadership behaviour and personal and professional competence. Business ethics are also addressed in this unit.

It applies to individuals 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.

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

Unit Sector

Management and Leadership – Management

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. Communicate organisational mission and goals	1.1 Clarify objectives, values and standards in accordance with organisation's strategic direction 1.2 Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals 1.3 Ensure media and language used is appropriate to individuals and group circumstances

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ELEMENT	PERFORMANCE CRITERIA
	1.4 State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation 1.5 Address expectations of the organisation 1.6 Investigate incidents 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 2.2 Embrace, resource and effectively implement improvements to organisational and workplace culture 2.3 Demonstrate understanding of the global environment and new technology in work activities 2.4 Ensure actions convey flexibility and adaptability to change and accessibility 2.5 Ensure consultation and participation in decision making occurs with relevant groups and individuals where appropriate 2.6 Ensure decision making takes into account needs and expectations of both internal and external groups 2.7 Ensure decision making occurs in accordance with risk management plans for all options, and within appropriate timeframes 2.8 Ensure that the organisation is represented positively in the media and community
3. Build and support teams	3.1 Assign accountabilities and responsibilities to teams consistent with their competencies and operational plans 3.2 Ensure teams are resourced to allow them to achieve their objectives 3.3 Empower teams and individuals through effective delegation and support for their initiatives 3.4 Create and maintain a positive work environment 3.5 Encourage teams and individuals to develop innovative approaches to the performance of work
4. Demonstrate personal and professional competence	4.1 Model ethical conduct in all areas of work and encourage others to adopt business ethics 4.2 Adapt appropriate interpersonal and leadership styles to meet particular circumstances and situations 4.3 Set and achieve personal objectives and work program

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ELEMENT	PERFORMANCE CRITERIA
	outcomes 4.4 Ensure self-performance and professional competence is continuously improved through engagement in a range of professional development activities 4.5 Participate regularly in industry/professional networks and groups

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.3, 4.4, 4.5	• Actively looks for and accepts ways to maintain and improve own skills and knowledge
Reading	1.2, 1.3, 1.6, 2.7, 4.4, 4.5	• Evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.1, 1.2, 1.3, 1.4, 1.6, 3.1, 4.3	• Records and reports key information related to the outcomes of the job to interact effectively and appropriately with the team • Researches, plans and prepares documentation using format and language appropriate to the audience
Oral Communication	1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.5, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	• Participates in a variety of spoken exchanges with clients, co-workers and stakeholders using structure and language appropriate to context and audience
Navigate the world of work	1.1, 1.2, 1.5, 1.6, 2.8, 3.1, 4.1	• Works autonomously making high level decisions related to the achievement of organisational goals • Reflects on designation of roles and responsibilities and how everyone's role contributes to broader organisational goals • Appreciates the implications of ethical and other organisational responsibilities in carrying out own role
Interact with others	1.3, 1.4, 1.6, 2.1, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals • Identifies strengths and limitations of own interpersonal skills and addresses areas that would benefit from further development

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		• Recognises the importance of building rapport in order to establish effective working relationships and inspire trust and confidence • Collaborates and cooperates with others, playing an active role in leading and facilitating effective group interaction and influencing direction • Facilitates a climate in which others feel comfortable to identify, explore and build on a variety of perspectives in order to achieve shared outcomes
Get the work done	1.1, 1.2, 1.6, 2.2-2.7, 3.1, 3.2, 3.5	• Accepts responsibility for planning and sequencing complex tasks and workload of self and others, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness • Applies problem solving processes to identify risks, evaluate options and determine solutions • Facilitates a climate in which creativity and innovation are accepted as an integral part of achieving outcomes • Actively identifies systems, devices and applications with potential to meet current and/or future needs

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT605 Provide leadership across the organisation	BSBMGT605B Provide leadership across the organisation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT605 Provide leadership across the organisation

Modification History

Release	Comments
Version 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to use interpersonal and risk management skills to:

- clearly communicate the organisation's objectives, values and standards to a range of stakeholders using appropriate media and language
- influence, support and provide resources for individuals and groups to:
  - participate in consultations and decision making processes
  - contribute to innovation and improvements
  - achieve their responsibilities and objectives
- facilitate consultative decision making processes with relevant internal and external stakeholders
- demonstrate ethical conduct and professional competence and continuing professional development
- encourage others to adopt business ethics and build their commitment to the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain business ethics and their application to leadership
- outline leadership styles and their application in supporting the organisation's mission, objectives and values
- explain the impact of legislation in providing leadership in the organisation
- explain the organisation's mission, purpose and values
- describe organisation objectives, plans and strategies
- explain organisational change processes.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulation, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT608 Manage innovation and continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

It applies to people with managerial responsibilities who aim to build 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.

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

Unit Sector

Management and Leadership – Management

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. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance and sustainability of key systems and processes 1.2 Undertake detailed analyses of supply chains, and operational, product and service delivery systems 1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4 Analyse performance reports and variance from plans for key

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ELEMENT	PERFORMANCE CRITERIA
	result areas of the organisation 1.5 Identify and analyse changing trends and opportunities relevant to the organisation 1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2 Foster creative climate and organisational learning by promoting interaction within and between work groups 2.3 Encourage, test and recognise new ideas and entrepreneurial behaviour where successful 2.4 Accept failure of an idea during trialling and recognise, celebrate and embed success into systems 2.5 Undertake risk management and cost-benefit analysis for each option or idea approved for trial 2.6 Approve innovations through agreed organisational processes
3. Implement innovative processes	3.1 Promote continuous improvement and sustainability as essential to doing business 3.2 Address the impact of change and consequences for people and implement transition plans 3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage implementation 3.4 Implement contingency plans in the event of non-performance 3.5 Follow up failure by prompt investigation and analysis of causes and manage emerging challenges and opportunities effectively 3.6 Ensure that learnings from activities are captured and managed to inform future work 3.7 Regularly evaluate continuous improvement systems and processes 3.8 Communicate costs and benefits of innovations and improvements to relevant groups and individuals

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.6	• Plans and implements strategies to review and improve own performance
Reading	1.1-1.5, 2.5, 2.6, 3.2-3.5, 3.7	• Analyses, evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.1-1.5, 2.1, 2.5, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8	• Integrates information and ideas from a range of sources, utilising appropriate support materials • Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
Oral Communication	1.6, 2.1-2.4, 3.1, 3.5, 3.8	• Participates in a variety of spoken exchanges with co-workers and stakeholders when developing options and implementing the continuous improvement plan
Numeracy	1.1-1.5, 2.5, 3.3	• Selects and interprets mathematical information to analyse performance • Performs calculations required to establish timeframes, cost-benefits and measures for continuous improvement and innovation processes
Navigate the world of work	2.6	• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.6, 2.1-2.4, 3.1, 3.5, 3.8	• Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how • Recognises the importance of building rapport to establish positive and effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in encouraging innovation and facilitating effective group interaction
Get the work done	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7	• Plans, organises, implements or reviews organisational strategies, systems and processes • Applies problem-solving processes to identify risks, evaluate options and determine solutions • Uses lateral and analytical thinking to evaluate options against needs, resources and constraints before making decisions • Facilitates a climate in which creativity and innovation

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		are accepted as an integral part of achieving outcomes • Recognises that the current way is only one way of doing something and explores possibilities that challenge current approaches • Actively identifies systems, devices and applications with potential to meet current and or future needs, with the help of specialists

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT608 Manage innovation and continuous improvement	BSBMGT608C Manage innovation and continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT608 Manage innovation and continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and evaluate systems and performance in key areas of the organisation and identify opportunities for improvement, seeking advice from experts as appropriate
- promote the value of creativity, innovation and sustainability and recognise successes
- support the testing and trialling of new ideas and undertake risk management and cost-benefit analysis for options
- plan for and implement improvements using organisation's processes for approvals, project management and change management
- facilitate effective contributions to and communications about continuous improvement and innovation
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline cost-benefit analysis methods
- describe creativity and innovation theories and concepts
- list organisational learning principles
- identify quality management and continuous improvement theories
- describe relevant risk management concepts
- outline relevant sustainability practices.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT616 Develop and implement strategic plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish the strategic direction of the organisation, sustain competitive advantage and enhance competitiveness. It covers analysis and interpretation of relevant markets, capability assessment of the organisation and analysis of the organisation's existing and potential competitors and allies. It also covers implementation of the strategic plan and developing specific actions and initiatives that will be undertaken by people working in various roles.

It 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.

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

Unit Sector

Management and Leadership – Management

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. Confirm organisational vision and mission	1.1 Check with stakeholders that organisational vision and mission are still held to be current and are supported 1.2 Make any changes or refinements to vision or mission statement as required 1.3 Review or develop organisational values to support the vision

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ELEMENT	PERFORMANCE CRITERIA
	and mission statement 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 research to deliver relevant information 2.2 Analyse political, economic, social, and technological developments in a global context 2.3 Seek advice from appropriate experts wherever necessary 2.4 Identify and consider strengths and weaknesses of existing and potential competitors and allies 2.5 Analyse organisation's strengths, weaknesses, opportunities and threats 2.6 Consider cooperative ventures that are supported by risk and cost benefit analyses, are consistent with the organisational vision, mission and values and provide for due diligence 2.7 Check that analysis of internal and external environment is consistent with the perspectives of other informed people
3. Write strategic plan	3.1 Document relevant research and background for inclusion in the strategic plan 3.2 Formulate strategic objectives and strategies needed for the future 3.3 Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators 3.4 Circulate strategic plan for comment, support and endorsement
4. Implement strategic plan	4.1 Communicate strategic plan to all relevant parties 4.2 Brief people with a specific role in relation to strategies 4.3 Use performance indicators to monitor progress in implementing plan 4.4 Make necessary refinements to plan 4.5 Evaluate achievement of objectives at agreed milestones 4.6 Review effectiveness of plan and consider methods for improving strategic planning processes

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4-2.6, 3.1, 3.3, 4.4-4.6	• Identifies and analyses complex organisational texts to determine business requirements • Reviews, evaluates, interprets and applies content from a range of sources to aid in development of strategies
Writing	1.2, 1.3, 2.1, 2.2, 2.4-2.6, 3.1-3.3, 4.3-4.6	• Prepares strategic plans for relevant stakeholders incorporating appropriate vocabulary, grammatical structure and conventions • Incorporates amendments to documents according to organisational requirements • Collates and compiles data to convey specific information, requirements and recommendations
Oral Communication	1.1, 1.4, 2.3, 4.1, 4.2	• Presents information and seeks advice using language and register appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	2.6, 3.2, 3.3, 4.5, 4.6	• Interprets and analyses statistical data and mathematical information to consider trends and resource implications of proposed strategies
Navigate the world of work	1.1-1.3	• Works autonomously making high level decisions to achieve and improve organisational goals • Takes a lead role in the development of strategies to achieve organisational goals
Interact with others	1.1, 1.4, 2.3, 3.4, 4.1, 4.2	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Seeks feedback or expert advice where required
Get the work done	1.3, 2.1, 2.2, 2.4-2.7, 3.2, 4.3-4.6	• Develops flexible plans for complex, high impact activities with strategic implications, taking into account capabilities, efficiencies and effectiveness • Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies • Evaluates outcomes to identify opportunities for

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		improvement • Applies problem solving processes to identify risks, evaluate options and determine solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT616 Develop and implement strategic plans	BSBMGT616A Develop and implement strategic plans	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT616 Develop and implement strategic plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult and communicate effectively with relevant stakeholders to:
  - confirm or revise the organisation's mission, vision and values
  - validate findings of research and analysis
  - get input to and endorsement of strategic plans
  - brief relevant parties about the plan
- analyse organisation's internal and external environment to formulate strategic plans including:
  - background and research relevant to the plan
  - legislation, regulations and codes of practice, including for intellectual property
  - objectives, strategies and priorities
  - roles and responsibilities
  - performance indicators
  - timeframes
  - consideration of co-operative ventures
  - cost-benefit and risk analysis
- seek advice from appropriate experts wherever necessary
- monitor and evaluate the implementation of the plan and make refinements as appropriate
- review effectiveness of planning processes and identify opportunities for improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- outline the legislation, regulations and codes of practice relevant to the organisation's strategic plan.
- give examples of risks and risk management strategies relevant to strategic planning including:
  - intellectual property rights and responsibilities
  - other risks
- outline strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT)
- identify internal and external sources of information relevant to the organisation's market, competitors, customer base, vision, values and capabilities
- outline techniques for developing organisational values.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT617 Develop and implement a business plan

Modification History

Release	Comments
Version 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan.

It applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers.

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

Unit Sector

Management and Leadership – Management

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 business plan	1.1 Review and evaluate pre-existing strategic, business and operational plan, if available 1.2 Analyse and interpret business vision, mission, values and objectives 1.3 Consult with key stakeholders 1.4 Review market requirements for the product or service, profile customer needs and research pricing options

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Develop performance objectives and measures through consultation with key stakeholders 1.6 Identify financial, human and physical resource requirements for the business 1.7 Consider any permits or licences that may be required for new activity 1.8 Write business plan
2. Monitor performance	2.1 Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes 2.2 Ensure skilled labour is available to implement plan 2.3 Test performance measurement systems and refine, if necessary 2.4 Ensure timely reports on all key aspects of the business are available, user-friendly and balanced in terms of financial and non-financial performance 2.5 Report system failures, product failures and variances to the business plan as they occur
3. Respond to performance data	3.1 Analyse performance reports against planned objectives 3.2 Review performance indicators and refine if necessary 3.3 Ensure groups and individuals contributing to under-performance are coached, and provide training where appropriate 3.4 Review system processes and work methods regularly as part of continuous improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 1.7, 2.3, 3.1, 3.2, 3.4	• Gathers, interprets and analyses textual information when developing the business plan and monitoring operational performance • Utilises understanding of distinguishing structures and features of a range of text as well as recognising and

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		reflecting on context, purpose and audience
Writing	1.1, 1.2, 1.4, 1.5, 1.8, 2.3, 2.5, 3.2, 3.3, 3.4	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares business plan for relevant stakeholders
Oral Communication	1.3, 1.5, 2.1, 3.3	• Presents information and seeks advice using language and features appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.1, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 3.1, 3.2	• Extracts and evaluates mathematical information to review the market, research competitors and review pricing structures
Navigate the world of work	1.7	• Takes full responsibility for identifying and complying with legislative requirements applicable to self and the organisation
Interact with others	1.3, 1.5, 2.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Provides support in field of expertise to colleagues, as required
Get the work done	1.2, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT617Develop and implement a business plan	BSBMGT617A Develop and implement a business plan	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT617 Develop and implement a business plan

Modification History

Release	Comments
Version 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements, marketing approaches and strategic, business and operational plans
- write a business plan which includes a description of the business, products and services, financial, physical and human resource requirements, permit and licence requirements, marketing activity, financial indicators, productivity and performance targets for key result areas
- implement a business plan including ensuring skilled labour is available, and that training is provided where appropriate
- monitor and respond to business performance including evaluation of performance against key results indicators including profit and loss, community awareness or branding, environmental impact, governance, quality, sales, triple bottom line and the workforce
- consult, communicate with and report to key stakeholders including business partners, financiers, customers, staff and technical advisers
- provide an analysis of the strengths and weaknesses of a business plan.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline processes for developing business plans
- describe performance objectives and measures including key performance indicators
- identify key stakeholders.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- appropriate documentation and resources normally used in the workplace
- strategic, business and operational plans
- business information and data
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG413 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

It applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

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

Unit Sector

Business Development – Marketing

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. Plan promotional activities	1.1 Identify and assess promotional activities to ensure compatibility with organisational requirements 1.2 Plan and schedule promotional activities according to the marketing needs of the organisation 1.3 Determine overall promotional objectives in consultation with designated individuals and groups 1.4 Ensure that timelines and costs for promotion of activities are

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ELEMENT	PERFORMANCE CRITERIA
	realistic and consistent with budget resources 1.5 Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1 Ensure personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel 2.3 Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4 Use networks to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1 Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services 3.2 Assess effectiveness of planning processes to identify possible improvements in future activities 3.3 Collect feedback and provide to personnel and agencies involved in promotional activity 3.4 Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.1	• Interprets, analyses and collates textual information relevant to promotional activities from a range of sources
Writing	1.2, 1.5, 2.3, 3.1, 3.3, 3.5	• Uses clear and specific language to develop formal and informal documents for different audiences in accordance with organisational requirements

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Oral Communication	1.3, 2.3, 3.3, 3.5	• Actively participates in verbal exchanges of ideas and elicits the views and opinions of others by listening and questioning • Uses clear and specific language to clarify, explain and present information relating to the promotional activity
Numeracy	1.4, 1.5, 3.1, 3.3, 3.4, 3.5	• Classifies, analyses and compares numeric information, including costs and timelines, relevant to the promotional activity
Navigate the world of work	1.1	• Adheres to legislative requirements and organisational policies and procedures
Interact with others	1.3, 2.3, 2.4, 3.3, 3.5	• Selects and uses appropriate conventions and protocols with a range of stakeholders to project a professional image while seeking or sharing information • Recognises the importance of building rapport to establish and maintain positive working relationships
Get the work done	1.2, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Uses systematic, analytical processes in complex, non-routine situations, gathering relevant information and identifying and evaluating options against agreed requirements • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Uses a range of digital tools to access data, and to extract, organise, integrate and share relevant information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG413 Promote products and services	BSBMKG413A Promote products and services	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG413 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the context for the promotional activities including:
  - relevant legislation/regulations
  - organisation's goals, objectives, systems, policies and procedures
  - budget and timelines
  - marketing needs and, if defined, marketing plans
  - objectives of the promotional activities
- consult with relevant stakeholders to plan promotional activities to meet objectives, budget and timelines
- coordinate promotional activities including:
  - allocation of personnel, roles and responsibilities
  - sourcing other resources and promotional products as appropriate
  - use of networks and relationships
- analyse feedback and data to evaluate the effectiveness of planning processes and promotional activities and make recommendations on future directions of promotional activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation as relevant to the marketing plan
- outline the planning processes for organising promotional activities

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- explain the organisation's marketing objectives and how they support the overall business objectives
- explain how common promotional activities could be used to support the marketing objectives with reference to
  - advertising
  - client functions
  - employee functions
  - media announcements
  - product launches
  - web pages.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG501 Identify and evaluate marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing characteristics of possible markets and assessing viability of changes to operations.

It applies to individuals working in a supervisory or management marketing or advertising role within a marketing or advertising team or media organisation.

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

Unit Sector

Business Development – Marketing

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. Identify marketing opportunities	1.1 Analyse information on market and business needs to identify marketing opportunities 1.2 Research potential new markets and assess opportunities to enter, shape or influence each market, and the likely contribution to the business 1.3 Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities

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ELEMENT	PERFORMANCE CRITERIA
2. Investigate marketing opportunities	2.1 Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities 2.2 Evaluate each opportunity to determine its impact on current business and customer base 2.3 Use an assessment of external factors, costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity 2.4 Determine probable return on investment and potential competitors 2.5 Describe and rank marketing opportunities on their viability, and likely contribution to the business
3. Evaluate required changes to current operations	3.1 Identify and document changes needed to current operations to take advantage of viable marketing opportunities 3.2 Ensure organisational changes to service an increased or different customer base including provision for continued quality of service to existing customers 3.3 Estimate resource requirements for changed operations 3.4 Determine and communicate viability of making changes to current operations to key stakeholders 3.5 Document newly identified marketing opportunities and required changes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.1	• Evaluates and comprehends textual information from a range of sources and draws own conclusions
Writing	1.1-1.3, 2.5, 3.1, 3.4, 3.5	• Integrates information from a number of sources to develop material that supports purposes of documentation using suitable grammatical structure and clear, logical language
Oral Communication	2.5, 3.4	• Presents opinions, ideas and organisational requirements clearly and creatively using language and presentation techniques appropriate to audience and

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		environment • Elicits views and opinions of others by listening and questioning
Numeracy	2.3, 2.4, 3.3	• Evaluates financial and marketing data using whole numbers, decimals and percentages to make accurate calculations
Navigate the world of work	2.1	• Recognises and follows explicit and implicit organisational protocols and meets expectations associated with own role
Interact with others	2.5, 3.4	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1-1.3, 2.1-2.4, 3.1, 3.2, 3.3, 3.4	• Develops plans to manage relatively complex tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option • Evaluates outcomes of decisions to identify opportunities for improvement • Develops new and innovative ideas through exploration, analysis and critical thinking

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG501 Identify and evaluate marketing opportunities	BSBMKG501B Identify and evaluate marketing opportunities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG501 Identify and evaluate marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and evaluate marketing opportunities to determine whether they can meet organisational objectives
- document how current business operations need to be modified, and list resources required, to take advantage of newly identified and evaluated opportunities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- describe organisational marketing plan, structure, products and services
- explain principles of marketing and marketing mix
- describe statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- organisational strategic and marketing plans
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG502 Establish and adjust the marketing mix

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine the optimum marketing mix for a business through analysis of interrelated marketing components.

It applies to individuals in marketing management roles who are responsible for developing marketing and promotional mix within an organisation. They may also adjust the marketing mix when new marketing opportunities are identified.

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

Unit Sector

Business Development – Marketing

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. Evaluate each component of marketing mix	1.1 Identify key characteristics of products or services and estimate their significance to the market 1.2 Review pricing policy and analyse pricing variables to determine their effect on demand 1.3 Analyse promotional methods to determine their importance to marketing outcomes 1.4 Review channels of distribution and estimate their significance

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ELEMENT	PERFORMANCE CRITERIA
	to marketing outcomes 1.5 Identify and analyse level of customer service provision to determine its significance to marketing outcomes 1.6 Identify potential customer base and key pressure points 1.7 Analyse and test effect of components of marketing mix on each other, and establish their relative importance to customer base
2. Determine marketing mix for specific markets	2.1 Identify and assess environmental factors, and their impact on marketing mix 2.2 Identify consumer priorities, needs and preferences affecting marketing mix 2.3 Consider product, pricing, promotional, distribution and service variations, and evaluate these against marketing objectives, target market characteristics and desired positioning 2.4 Select marketing mix that best satisfies target market and meets marketing objectives 2.5 Ensure marketing mix decision meets organisational, strategic and operational marketing objectives
3. Monitor and adjust marketing mix	3.1 Monitor marketing mix against marketing performance and isolate components for testing 3.2 Evaluate implications of altering one or more components of marketing mix in relation to market factors and consumer response 3.3 Adjust components of marketing mix in response to test results and market-response evaluation 3.4 Ensure adjusted marketing mix meets budgetary requirements 3.5 Ensure adjusted marketing mix continues to meet organisational, strategic and operational marketing objectives, and desired positioning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.7, 2.1-2.5,	• Evaluates and comprehends textual information from a

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	3.1-3.5	range of sources
Writing	1.1-1.7, 2.1-2.3, 3.1, 3.2	• Documents results of analysis of marketing mix • Presents analysis results in required format
Numeracy	1.2, 3.2, 3.4	• Evaluates financial and marketing data using whole numbers, decimals and percentages to make accurate calculations
Navigate the world of work	2.5, 3.5	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment
Get the work done	1.1-1.7, 2.1, 2.2-2.5, 3.1-3.5	• Develops plans to manage relatively complex tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option • Evaluates outcomes of decisions to identify any required adjustments

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG502 Establish and adjust the marketing mix	BSBMKG502B Establish and adjust the marketing mix	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG502 Establish and adjust the marketing mix

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- report on activities undertaken to establish a marketing mix in an organisation, including information on each element of the mix, such as:
  - customer service levels
  - product or service distribution
  - product or service pricing
  - additional products or services, if any
  - product or service promotion
- report on success of marketing mix activities developed, including coverage of any necessary adjustments made.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline organisational policies, procedures, products and services related to marketing
- describe principles and concepts of marketing such as consumer or buyer behaviour and elements of marketing mix
- outline and explain statistical techniques used to gather and analyse marketing information.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

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- office equipment and resources
- organisational and marketing strategic plans
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG514 Implement and monitor marketing activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to apply and observe marketing plan objectives and action necessary improvements.

It applies to individuals who possess a sound theoretical knowledge base in advertising management, and demonstrate a range of managerial skills. In this role, they usually lead and coordinate a marketing team, implement a marketing plan, monitor performance of marketing strategies and evaluate their effectiveness.

They also involve team members in identifying improvements for marketing strategies and formulating recommendations for future marketing activities.

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

Unit Sector

Business Development – Marketing

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. Implement marketing strategies and tactics	1.1 Brief stakeholders who participated in the marketing planning process on their implementation roles and responsibilities 1.2 Identify and brief marketing and non-marketing personnel critical to success of the marketing plan, on objectives,

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ELEMENT	PERFORMANCE CRITERIA
	performance measures, and their roles and responsibilities 1.3 Prioritise marketing strategies and identify resources for their implementation, in accordance with organisational requirements 1.4 Implement communication and team building strategies to ensure personnel responsible for each element of the marketing mix work together to meet the organisation's marketing objectives 1.5 Implement strategies for monitoring marketing activities and analysing marketing performance, in accordance with marketing plan
2. Monitor marketing strategies and tactics	2.1 Monitor and implement promotional activity against communication objectives in the marketing plan 2.2 Monitor product, pricing and distribution decisions against organisational policy and objectives of the marketing plan 2.3 Monitor marketing results against targets in the marketing plan 2.4 Monitor marketing revenue and costs against budget, and analyse record variations 2.5 Prepare and present marketing reports indicating ongoing progress towards marketing objectives
3. Evaluate and improve marketing performance	3.1 Regularly assess marketing performance against objectives 3.2 Identify opportunities for improvement through discussion with customers and personnel responsible for each element of marketing mix 3.3 Change business practices in line with changing customer requirements to maintain business relevance and viability 3.4 Document recommendations for improvement in accordance with organisational requirements 3.5 Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.3-1.5, 2.1-2.4, 3.1, 3.4	• Identifies and evaluates textual information to determine business achievements against workplace objectives
Writing	1.1, 1.2, 2.5, 3.4, 3.5	• Uses clear, accurate and relevant language to organise and record information and complete workplace documentation
Oral Communication	1.1, 1.2, 1.4, 1.5, 2.5, 3.2, 3.5	• Participates in verbal exchanges using appropriate language and non-verbal features • Elicits views and opinions of others using active listening and questioning
Numeracy	1.3, 2.2-2.4	• Uses mathematical techniques to analyse marketing performance, resource availability, revenue and cost
Navigate the world of work	1.3-1.5, 2.1-2.3, 2.5, 3.1, 3.4	• Monitors adherence to organisational policies and objectives and considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.1, 1.2, 1.4, 1.5, 2.5, 3.2, 3.5	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 3.3	• Develops plans and uses effective time management and organisational skills to complete tasks with an awareness of how they may contribute to longer-term operational and strategic goals • In more complex, non-routine situations, uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating several choices against a limited set of criteria • When dealing with complex issues identifies cause of the problem, and uses analytical processes to generate possible solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG514 Implement and monitor marketing	BSBMKG514A Implement and monitor marketing	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
activities	activities		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG514 Implement and monitor marketing activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- successfully implement marketing strategies identified in an organisation's marketing plan
- coordinate personnel involved in conducting marketing activities
- monitor, evaluate and report on marketing activities against defined objectives
- modify marketing activities in line with new or emerging trends.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline organisational strategic and marketing objectives, plans and performance measures
- summarise principles of marketing mix
- explain key provisions of relevant legislation, codes of practice and national standards affecting marketing operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- organisational and marketing strategic plans
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBMKG608 Develop organisational marketing objectives

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conduct a strategic analysis to develop organisational marketing objectives. This involves reviewing the organisation's internal and external environments, evaluating past and current marketing performance, and exploring and evaluating new marketing opportunities.

It applies to senior marketing professionals who are responsible for providing strategic direction to the marketing function of an organisation. Their responsibilities include analysing information on internal and external business and marketing environment; examining current marketing performance; identifying new marketing opportunities arising from emerging trends; and devising strategies to achieve overall business objectives.

Individuals operating at this level generally conduct these activities using information gathered by people working under their direct and indirect supervision at lower levels of the organisation.

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

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Identify strategic direction	1.1 Confirm organisation's mission, vision, purpose and values from current organisational materials or from owners, directors or senior management 1.2 Analyse strategic organisational documents to identify organisational directions and targets 1.3 Complete a situational analysis identifying factors impacting the direction and performance of the business 1.4 Identify legal and ethical requirements for the organisation 1.5 Document and confirm strategic direction of the organisation with owners, directors or senior management, and identify its impact on marketing activities
2. Review marketing performance	2.1 Evaluate effectiveness of previous marketing and positioning strategies to identify lessons learned 2.2 Analyse current key products or services and major markets for strengths, weaknesses, opportunities and threats 2.3 Evaluate previous marketing opportunities captured by the organisation, and examine and document their profitability 2.4 Evaluate marketing performance against previous objectives, targets to identify critical success factors, and areas for improvement
3. Scope marketing opportunities	3.1 Identify and analyse marketing opportunities for viability and likely contribution to the business 3.2 Use an assessment of external factors, costs, benefits, risks and opportunities to determine scope of each marketing opportunity 3.3 Analyse opportunities for likely fit with organisational goals and capabilities 3.4 Evaluate each opportunity to determine its likely impact on current business and customer base
4. Formulate marketing objectives	4.1 Develop objectives in consultation with key internal stakeholders that are attainable and measurable, and that identify nature and extent of what is to be achieved 4.2 Ensure objectives are consistent with forecast needs of the business and market 4.3 Ensure objectives are compatible with the organisation's projected capabilities, resources and financial position 4.4 Ensure objectives are compatible with the organisation's direction and purpose, and meet legal and ethical requirements

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ELEMENT	PERFORMANCE CRITERIA
	4.5 Formulate long-term strategic objectives and related key performance indicators by product or service, market segment and overall 4.6 Develop a risk management strategy to identify risks and manage contingencies, and to ensure marketing objectives are met in accordance with overall organisational requirements 4.7 Document marketing objectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 2.1-2.4, 3.1-3.3, 4.3, 4.4, 4.6	• Accesses, analyses and evaluates information from a range of sources relating to the marketing process
Writing	1.3, 1.5, 2.3, 4.1, 4.5-4.7	• Uses a range of writing styles to articulate complex concepts • Revises and edits documents based on feedback • Uses appropriate formats and grammatical structures to present information logically for different audiences
Oral Communication	1.1, 1.5, 4.1	• Uses appropriate language and non-verbal features to explain and present information to a range of personnel • Uses active listening and questioning to elicit feedback and clarify or confirm understanding
Numeracy	1.2, 2.2, 2.3, 3.2	• Analyses complex numerical information on trend data, targets and budgets
Navigate the world of work	1.1, 1.2, 1.4, 3.3, 4.4, 4.6	• Works autonomously making high-level decisions to ensure organisational objectives and regulatory requirements are met • Understands own legal and ethical rights and responsibilities
Interact with others	1.1, 1.5, 4.1	• Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how • Fosters a collaborative culture within own sphere of

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		influence, facilitating a sense of commitment to shared goals
Get the work done	1.3, 2.1-2.4, 3.1-3.4, 4.2, 4.3, 4.5, 4.6	• Uses logical planning processes, and an increasingly intuitive understanding of context, to extract relevant details when conducting strategic analysis • Systematically analyses information to formulate and evaluate alternative strategies • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG608 Develop organisational marketing objectives	BSBMKG608A Develop organisational marketing objectives	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG608 Develop organisational marketing objectives

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop marketing objectives for an organisation including:
  - undertaking strategic analysis reviewing current marketing performance
  - formulating short and long-term marketing objectives
- develop a marketing risk management strategy.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise financial management techniques
- identify and provide overview of key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- analyse organisational structure, policies, procedures, products or services and overall strategic plans of an organisation
- discuss principles and concepts of marketing and evaluation methodologies
- compare and contrast strategic, operational and tactical analysis techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- examples of previous marketing strategy, analyses and plans
- office equipment and resources

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- relevant legislation, regulations, standards and codes
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG413 Apply project human resources management approaches

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with aspects of human resources management of a project. It involves establishing human resource requirements, identifying the learning and development needs of people working on the project, facilitating these needs being met, and resolving conflict in the team.

It applies to individuals who are project practitioners working in a project support role.

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

Unit Sector

Management and Leadership – Project Management

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. Assist in determining human resource requirements	1.1 Analyse work breakdown structure to determine human resource requirements 1.2 Prepare a skills analysis of project personnel against project task requirements 1.3 Assist in assigning responsibilities for achieving project deliverables

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to establishing and maintaining productive team relationships	2.1 Actively seek views and opinions of team members during task planning and implementation 2.2 Promote cooperation and effective activities, goals and relationships within team 2.3 Communicate with others using styles and methods appropriate to organisational standards, group expectations and desired outcomes 2.4 Communicate information and ideas to others in a logical, concise and understandable manner 2.5 Regularly seek feedback on nature and quality of work relationships, and use feedback as basis for own improvement and development
3. Assist with human resource monitoring	3.1 Monitor work of project personnel against assigned roles and responsibilities within delegated authority levels 3.2 Monitor and control actual effort against project plan 3.3 Review skill levels against allocated tasks and recommend solutions, where required, to others 3.4 Advise others within delegated authority when assigned responsibilities are not met by project personnel 3.5 Undertake work in a multi-disciplinary environment according to established human resource management practices, plans, guidelines and procedures 3.6 Resolve conflict within delegated authority according to agreed dispute-resolution processes 3.7 Assist in offering human resource development opportunities to individuals with skill gaps
4. Contribute to evaluating human resource practices	4.1 Contribute to assessing effectiveness of project human resources management 4.2 Document lessons learned to support continuous improvement processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	2.5	• Actively seeks feedback from others as a strategy to improve own skills or knowledge
Reading	1.1-1.3, 3.2, 3.3, 3.5	• Identifies and interprets information from organisational documentation
Writing	1.2, 2.3, 2.4, 3.4, 4.1, 4.2	• Develops a range of documents using structure and vocabulary appropriate to audience, context and purpose
Oral Communication	2.1-2.5, 3.3, 3.4, 3.6, 3.7	• Participates in a range of verbal exchanges using clear language and appropriate non-verbal features to provide and seek information • Uses active listening and questioning techniques to elicit views and opinions of others
Navigate the world of work	1.3, 3.4	• Understands responsibilities associated with own role
Interact with others	2.1-2.5, 3.3, 3.4, 3.6, 3.7	• Uses accepted communication practices and protocols when sharing or providing information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Uses a range of strategies to facilitate solutions to conflicts
Get the work done	1.3, 3.1-3.3, 3.5, 3.6, 4.1	• Plans and implements required tasks, monitors actions against requirements, and adjusts plans and resources to cope with contingencies • Reflects on outcomes to identify opportunities for future improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG413 Apply project human resources management approaches	BSBPMG413A Apply project human resources management approaches	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBPMG413 Apply project human resources management approaches

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce work breakdown structures in human resource project planning
- construct effective methods for monitoring roles, responsibilities and performance in projects
- demonstrate methods for providing feedback on performance and improving performance of project team members.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify alternative project personnel engagement options
- explain job design principles and work breakdown structures
- describe learning and development approaches that can be incorporated into project life cycle
- list methods for skills analysis
- identify and describe project roles, responsibilities and reporting requirements for human resources.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

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

Unit Sector

Management and Leadership – Project Management

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. Define project	1.1 Access project scope and other relevant documentation 1.2 Define project stakeholders 1.3 Seek clarification from delegating authority of issues related to

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ELEMENT	PERFORMANCE CRITERIA
	project and project parameters 1.4 Identify limits of own responsibility and reporting requirements 1.5 Clarify relationship of project to other projects and to the organisation's objectives 1.6 Determine and access available resources to undertake project
2. Develop project plan	2.1 Develop project plan in line with the project parameters 2.2 Identify and access appropriate project management tools 2.3 Formulate risk management plan for project, including Work Health and Safety (WHS) 2.4 Develop and approve project budget 2.5 Consult team members and take their views into account in planning the project 2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3 Establish and maintain required recordkeeping systems throughout the project 3.4 Implement and monitor plans for managing project finances, resources and quality 3.5 Complete and forward project reports as required to stakeholders 3.6 Undertake risk management as required to ensure project outcomes are met 3.7 Achieve project deliverables
4. Finalise project	4.1 Complete financial recordkeeping associated with project and check for accuracy 4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles 4.3 Complete project documentation and obtain necessary sign-offs for concluding project
5. Review project	5.1 Review project outcomes and processes against the project scope and plan

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Involve team members in the project review 5.3 Document lessons learned from the project and report within the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.4, 3.5, 4.1, 4.3, 5.1	• Organises, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 2.3, 2.6, 3.3, 3.5, 4.1, 4.3, 5.3	• Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text • Establishes and maintains records according to organisational requirements
Numeracy	1.6, 2.4, 3.4, 4.1	• Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial information
Oral communication	2.5, 5.2	• Participates in verbal discussions using clear language and appropriate features to present or seek information • Using listening and questioning skills to seek information and confirm understanding
Navigate the world of work	1.3, 1.4, 2.3, 3.1, 4.3	• Recognises and responds to organisational and legislative/regulatory requirements
Interact with others	2.5, 3.1, 3.2, 4.2, 5.2	• Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations • Uses collaborative techniques to engage stakeholders in consultations and negotiations
Get the work done	1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1-3.7, 4.1, 4.2, 4.3, 5.1, 5.3	• Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify

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		opportunities for improvement • Uses digital technologies and applications to access, organise and share information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG522 Undertake project work	BSBPMG522A Undertake project work	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- define the parameters of the project including:
  - project scope
  - project stakeholders, including own responsibilities
  - relationship of project to organisational objectives and other projects
  - reporting requirements
  - resource requirements
- use project management tools to develop and implement a project plan including:
  - deliverables
  - work breakdown
  - budget and allocation of resources
  - timelines
  - risk management
  - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- give examples of project management tools and how they contribute to a project
- outline types of documents and other sources of information commonly used in defining the parameters of a project
- explain processes for identifying and managing risk in a project
- outline the organisation's mission, goals, objectives and operations and how the project relates to them
- explain the organisation's procedures and processes that are relevant to managing a project including:
  - lines of authority and approvals
  - quality assurance
  - human resources
  - budgets and finance
  - recordkeeping
  - reporting
- outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPUB402 Develop public relations campaigns

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and conduct a public relations campaign, to evaluate its effectiveness and to present the findings to stakeholders.

It applies to individuals in entry level or junior public relations roles who undertake the majority of work in creating and implementing the campaign with advice from more senior public relations specialists in their organisation.

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

Unit Sector

Business Development – Public Relations

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. Research public relations campaigns	1.1 Analyse strategic and operational plans to determine the scope, theme and objectives of a campaign 1.2 Conduct research into current practice and recent developments in relation to the campaign planning 1.3 Identify the campaign's audience and their attributes 1.4 Develop and present options to other members of the public relations team and relevant stakeholders for consideration

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare to implement public relations campaigns	2.1 Define and agree upon campaign objectives and campaign plan with client and other key stakeholders 2.2 Schedule and cost campaign accurately and include in plans 2.3 Comply with legal and ethical constraints 2.4 Confirm roles and responsibilities with other members of the public relations team
3. Implement public relations campaigns	3.1 Implement public relations campaign in accordance with the plan 3.2 Evaluate the potential effectiveness and use of appropriate media to improve campaign publicity 3.3 Implement campaign in accordance with legal and ethical constraints and organisational requirements 3.4 Monitor campaign progress against scheduling and costing requirements and report likely variations for approval in accordance with organisational procedures 3.5 Gain agreement from stakeholders to any changes that need to be made to campaign
4. Review and evaluate public relations programs	4.1 Ensure campaign plans contain methods to monitor, review and evaluate their effectiveness 4.2 Report on the outcomes of the campaign to relevant internal and/or external stakeholders 4.3 Consult relevant internal or external stakeholders as to the campaign effectiveness, and document any recommended improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.3, 3.1-3.4, 4.1	• Interprets complex information from relevant sources to develop and conduct a public relations campaign that complies with all legislative and regulatory requirements

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Writing	1.4, 2.1, 2.2, 2.4, 3.5, 4.1-4.3	• Uses clear, accurate and relevant language to develop reports and strategic material using style, language and format relevant to audience and context
Oral Communication	1.4, 2.1, 2.4, 3.5, 4.2, 4.3	• Communicates verbally using clear language to disseminate information to a variety of individuals • Uses active listening and questioning techniques to convey and clarify information
Numeracy	2.2, 3.4	• Interprets numerical information and performs simple calculations to cost a campaign within predetermined schedules
Navigate the world of work	1.1, 2.3, 3.3, 3.4	• Appreciates the implications of ethical, legal and regulatory responsibilities related to own work • Adheres to organisational policies and procedures
Interact with others	1.4, 2.1, 2.4, 3.5, 4.2, 4.3	• Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how • Collaborates with others as part of familiar routine activities and contributes to specific activities requiring joint effort
Get the work done	1.3, 2.2, 3.1-3.4, 4.1	• Plans, organises and implements tasks required to meet required outcomes • Makes routine decisions by implementing standard procedures • Recognises and takes responsibility for addressing predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPUB402 Develop public relations campaigns	BSBPUB402A Develop public relations campaigns	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPUB402 Develop public relations campaigns

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- research and present options for a public relations campaign for a target audience
- develop, implement, review and evaluate a public relations campaign about a product or service.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline principles, practices and theories of marketing, media, and public relations.
- summarise current issues and trends which affect the public relations industry
- outline current practice and recent developments in campaign planning
- explain the relevance of the campaign's audience to campaign planning
- outline key provisions of relevant legislation, codes of practice and national standards that affect public relations campaigns.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the public relations field of work and include access to:

- office equipment and resources
- case studies and, where possible, real situations.
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPUR501 Develop, implement and review purchasing strategies

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop, implement and evaluate an organisation's purchasing strategies, and implement improvements to those strategies.

It applies to individuals working in organisations in roles such as senior purchasing officer or purchasing manager, supporting the work of other employees carrying out purchasing activities. While an individual may work closely with other staff members in the organisation, they have individual responsibility and autonomy to develop, communicate and implement organisational purchasing strategies.

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

Unit Sector

Administration – Purchasing and Contracting

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 purchasing	1.1 Research and analyse the suitability of industry benchmarks for

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ELEMENT	PERFORMANCE CRITERIA
objectives	purchasing for the organisation 1.2 Analyse organisation's purchasing data and information 1.3 Undertake consultations with relevant stakeholders and personnel to inform development of purchasing objectives 1.4 Draft purchasing objectives in line with organisation's goals 1.5 Gain approval from relevant personnel for purchasing objectives
2. Develop purchasing strategies	2.1 Develop purchasing strategies, taking into account legal requirements and purchasing objectives 2.2 Include the 'five rights of purchasing' criteria 2.3 Develop human resource, financial and other plans to support implementation of purchasing strategies 2.4 Make changes resulting from feedback from relevant personnel about purchasing plans and strategies 2.5 Gain approval for plans to implement purchasing plans and strategies
3. Implement purchasing strategies	3.1 Communicate purchasing strategies to relevant personnel and stakeholders 3.2 Access resources needed to implement purchasing strategies 3.3 Provide support to implement purchasing strategies 3.4 Monitor implementation of purchasing strategies by the organisation 3.5 Identify and address problems and issues arising during implementation of purchasing strategies 3.6 Provide reports to relevant personnel and stakeholders on the implementation of purchasing strategies
4. Evaluate purchasing strategies and implement improvements	4.1 Review implementation of purchasing strategies 4.2 Identify improvements to purchasing strategies from review process 4.3 Gain approval to implement improvements to purchasing strategies 4.4 Communicate improvements to relevant stakeholders and provide support to implement improvements 4.5 Monitor and review implementation of improvements to determine their effectiveness

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 2.1, 2.3, 2.4, 3.1, 4.1, 4.5	• Interprets textual information from a range of sources and determines how content may be applied to organisational requirements
Writing	1.4, 2.1, 2.3-2.5, 3.1, 3.3, 4.3, 4.4	• Develops complex material to convey explicit information and results using clear and detailed language appropriate to relevant audience and context
Oral Communication	1.3, 1.5, 2.4, 3.1, 3.3, 4.3, 4.4	• Communicates verbally using clear language and appropriate features to provide information to a variety of individuals • Uses active listening and questioning techniques to convey and clarify information
Numeracy	1.2	• Interprets a range of numerical data to determine purchasing objectives
Navigate the world of work	1.4, 2.1	• Appreciates the implications of organisational, legal and regulatory responsibilities that relate to own work
Interact with others	1.3, 1.5, 2.5, 3.1, 3.3, 3.6, 4.3, 4.4	• Liaises with suppliers and relevant stakeholders to negotiate agreement on purchasing strategies • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.2, 1.5, 2.4, 3.2-3.6, 4.2, 4.4, 4.5	• Accepts responsibility for planning, prioritising and sequencing complex tasks and workload • Uses analytical processes to generate and evaluate possible solutions to problems • Reflects on outcomes to identify possible improvements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPUR501 Develop, implement and review purchasing strategies	BSBPUR501C Develop, implement and review purchasing strategies	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPUR501 Develop, implement and review purchasing strategies

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop purchasing objectives and strategies for an organisation
- implement purchasing strategies developed in an organisation
- evaluate and implement improvements to purchasing strategies in an organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise key provisions of relevant legislation that affect purchasing and contracting
- explain 'the five rights'
- outline industry benchmarks for purchasing
- outline organisation policies and procedures related to:
  - business terms and conditions for purchasing
  - contracting and tendering
  - ethical behaviour
  - purchasing.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the administration – purchasing and contracting field of work and include access to:

- organisation policies and procedures
- purchasing strategies and relevant purchasing records
- office equipment and supplies
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems

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

Unit Sector

Knowledge Management – Research

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. Gather and organise information	1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3 Ensure that methods of collecting information are reliable and

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ELEMENT	PERFORMANCE CRITERIA
	make efficient use of resources in accordance with organisational requirements 1.4 Identify research requirements for combining online research with non-electronic sources of information 1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements 1.6 Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1 Clearly define objectives of research ensuring consistency with organisational requirements 2.2 Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3 Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools 2.4 Use reliable methods of data analysis that are suitable to research purposes 2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives
3. Present information	3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2 Structure and format reports in a clear manner that conforms to organisational requirements 3.3 Report and distribute research findings in accordance with organisational requirements 3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 1.4, 2.1-2.5, 3.4	• Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements
Writing	1.1, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3	• Gathers, evaluates and integrates information from a range of sources • Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience.
Oral Communication	3.3, 3.4	• Presents recommendations and issues using language appropriate to audience and according to organisational requirements
Numeracy	1.1, 1.2, 1.3, 2.2, 2.4, 3.3	• Extracts and evaluates meaning from data and interprets numerical information to apply within the context of requirements
Navigate the world of work	1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 3.2, 3.3, 3.4	• Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	3.3, 3.4	• Selects and uses appropriate communication practices when seeking or sharing information
Get the work done	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1	• Plans, organises and implements tasks to meet organisational requirements • Takes responsibility for the outcomes of routine decisions related directly to own role • Uses the main features and functions of digital technologies and tools to complete work tasks • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRES401 Analyse and present research information	BSBRES401A Analyse and present research information	Updated to meet Standards for Training Packages	Equivalent unit

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Assessment Requirements for BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify or confirm research requirements and objectives
- gather, organise and present workplace information and data
- update, modify, maintain and store information
- maintain and handle data and documents systematically and securely
- prepare and produce reports including:
  - recommendations based on the analysis of information
  - clear and justified assumptions and conclusions
  - use of efficient, valid and reliable methods
- use Boolean operators and other search tools
- analyse, evaluate and interpret data to support organisational activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational systems for recordkeeping/filing, including security procedures
- identify organisational policies and procedures and legal and ethical obligations relating to workplace information
- explain concepts related to research and analysis including reliability and validity
- give examples of techniques for data analysis and how they are applied
- explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRKG301 Control records

Modification History

Release	Comments
Release1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to classify, register, and track records and information about records within a business or records system.

It applies to individuals who follow guidelines and processes to make judgements on record status and classification. They work under supervision or in consultation with more senior staff to support effective recordkeeping and governance practices across the organisation.

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

Unit Sector

Knowledge Management – Recordkeeping

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. Identify records for capture	1.1 Categorise incoming material and identify records, metadata and formats for capture 1.2 Assess incoming material against organisational checklist for determining what material needs to be captured 1.3 Administer material which does not need to be registered 1.4 Locate, remove or copy record, when action is complete, from the active business or records system

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ELEMENT	PERFORMANCE CRITERIA
2. Classify records	2.1 Match identified transaction, action or activity documented by records to organisation's classification scheme 2.2 Select full classification and sentencing of records in accordance with the system's rules and organisational procedures 2.3 Link classified or sentenced records to other records in business or records system 2.4 Select indexing points (cross-reference terms) for records in accordance with system's rules and organisational procedures
3. Register records	3.1 Select and record unique identifiers for records in accordance with business or records system rules and procedures 3.2 Register records into business or records system 3.3 Document and forward records to appropriate locations or officers, observing any special handling requirements of the record format
4. Track records	4.1 Determine unique identifiers of records from requests or instructions 4.2 Obtain storage location, history and information of records from business or records system 4.3 Update and amend information about records 4.4 Complete all transactions within designated timeframes 4.5 Complete and obtain appropriate documentation or reports
5. Audit records	5.1 Locate records with action officer and in storage areas, in accordance with supervisor's instructions 5.2 Audit records against predetermined criteria in accordance with organisational procedures and quality program 5.3 Document and report any discrepancies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 2.1, 2.2, 2.4, 4.1, 4.3, 4.4, 5.2	• Interprets information from a range of texts to determine organisational requirements • Reviews records against set criteria to identify discrepancies
Writing	3.1-3.3, 4.3, 4.4, 4.5, 5.2, 5.3	• Documents, updates and amends information accurately and in required format • Prepares reports according to organisational requirements
Oral Communication	4.1, 5.1, 5.3	• Uses active listening and questioning techniques to confirm requirements and clarify information • Uses clear language, appropriate to audience, to circulate information
Numeracy	3.1, 3.2, 5.2	• Recognises and uses numerical record-keeping systems • Recognises and compares numerical data embedded in records
Navigate the world of work	2.2, 2.4, 3.1, 5.2	• Takes some personal responsibility for following organisational procedures and protocols
Interact with others	3.3, 4.1, 4.5, 5.1, 5.3	• Chooses appropriate method and format for communicating and seeking information
Get the work done	1.1-1.4, 2.1-2.4, 3.1, 3.2, 4.1, 4.2, 4.4, 4.5	• Plans routine tasks according to set procedures, taking some responsibility for timing • Takes responsibility for routine low-impact decisions within familiar situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRKG301 Control records	BSBRKG301B Control records	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRKG301 Control records

Modification History

Release	Comments
Release1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- register and track the location of records using appropriate processes for capture and classification
- identify activities documented by records
- apply classification schemes
- record metadata accurately.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the general principles and processes of records management and records management systems
- describe the organisational business functions, structure and culture
- explain the key details of organisational policies, strategies and procedures, that relate to records access and security.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – recordkeeping field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRKG303 Retrieve information from records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to receive a request and to deliver the record or information about the record.

It applies to individuals who follow established guidelines and processes to assist them to carry out their work. They work under supervision or in consultation with more senior staff or users of the system to locate records.

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

Unit Sector

Knowledge Management – Recordkeeping

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. Locate/retrieve records required	1.1 Identify and refine search criteria and keywords (or other control information) to retrieve records, in consultation with person making request 1.2 Adopt a systematic approach to details that are difficult to determine 1.3 Search business or records system to retrieve records according to agreed criteria

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Locate or retrieve records to match request
2. Ensure security of records	2.1 Identify person requesting the record and confirm the access category, in accordance with organisational procedures 2.2 Check security and access clearance documents to match with category of identified person requesting the record 2.3 Where necessary, inform user of access denial in accordance with organisational procedures
3. Provide required information or records	3.1 Mask specific records, or portions thereof, to prevent access where required 3.2 Prepare information for person requesting the record in an appropriate format 3.3 Deliver record, or record information, within the specified timeframes 3.4 Document the process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 2.2, 3.1	• Identifies, interprets, checks and compares a range of information to inform effective and compliant actions
Writing	1.1, 2.3, 3.2, 3.4	• Accurately inputs information and documents details of record retrieval process • Prepares required information in accordance with organisational procedures
Oral Communication	1.1, 2.1, 2.3	• Asks questions and listens to responses to confirm and clarify requests • Provides information according to organisational procedures
Numeracy	1.3	• Recognises and uses numerical systems associated with recordkeeping systems
Navigate the world of work	2.1, 2.3	• Takes some personal responsibility for following organisational procedures

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Get the work done	1.1-1.4, 2.1, 2.2, 3.1, 3.3	• Plans and implements routine tasks according to set processes, taking some responsibility for timing • Takes responsibility for the outcomes of routine decisions related directly to own role • Understands the importance of secure information and takes some responsibility for identifying and managing risk factors

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRKG303 Retrieve information from records	BSBRKG303B Retrieve information from records	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRKG303 Retrieve information from records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with system users to identify information requirements and locate records
- maintain accuracy in recording information
- provide appropriate information and responses to requests.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the organisational procedures for records retrieval and security
- identify the general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
  - environmental context
  - records characteristics.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – recordkeeping field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRKG401 Review the status of a record

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to review and document the changing context and status of records identified as having temporary or ongoing value, and requiring conditions for access.

It applies to individuals who follow business records system guidelines and processes to assist them to make informed judgments on the status and classification of records. They work under supervision or in consultation with more senior staff or system users.

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

Unit Sector

Knowledge Management – Recordkeeping

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. Identify classes of records justifying review	1.1 Compile and review a list of the criteria for review to be met by records and formats 1.2 Apply the records in the subject jurisdiction criteria 1.3 Identify and document the records that meet the criteria
2. Review disposal authority and access	2.1 Identify disposal authority, disposal class references and any access and security conditions for records, in accordance with

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ELEMENT	PERFORMANCE CRITERIA
conditions	industry practice 2.2 Identify and document records for which neither a disposal authority nor an access restriction exist, in accordance with industry practice 2.3 Assemble copies of related appraisal reports and access conditions for analysis 2.4 Make comparisons and take notes of any anomalies arising from the comparison, and recommend changes to existing disposal authorities and access conditions
3. Prepare new appraisal reports	3.1 Prepare new appraisal reports including reference to criteria justifying the review 3.2 Make new interpretations of existing access criteria taking into account new criteria to be applied to the review 3.3 Distribute new appraisals and access interpretations to appropriate stakeholders for comment, and submit for approval
4. Implement recommendations and re-interpretations	4.1 Prepare methodology for implementation and assemble necessary resources 4.2 Produce and circulate revised disposal authorities and access conditions 4.3 Document progress throughout implementation and record any issues or implications arising from revised disposal authorities and access conditions 4.4 Document implementation process and outcomes in organisation’s business or recordkeeping systems

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4, 3.1	• Identifies, compares and reviews information to identify inconsistencies and opportunities for changes to record status
Writing	1.1, 1.3, 2.2, 2.4,	• Develops documents using industry specific language and required formats

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	3.1, 3.3, 4.2-4.4	• Provides and requests information from others using language and structure appropriate for the audience
Oral Communication	3.3	• Communicates using language suited to audience to convey information and get feedback
Numeracy	1.1, 4.4	• Identifies numerically expressed sequences and interprets numerically expressed information
Navigate the world of work	1.2, 2.1, 2.2, 3.1	• Takes personal responsibility for following organisational protocols and procedures
Interact with others	3.3, 4.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1	• Takes responsibility for planning, organising and implementing tasks required to achieve organisational requirements • Takes responsibility for the outcomes of routine decisions related directly to own role • Initiates standard procedures when responding to familiar problems within immediate context • Uses digital systems and tools to complete routine tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRKG401 Review the status of a record	BSBRKG401B Review the status of a record	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRKG401 Review the status of a record

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- review the status of records against set criteria
- prepare and distribute new appraisal reports
- document new implementation process and outcomes
- document the implications of changes to the disposal status of records in the organisation's recordkeeping systems.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- define issues that relate to a review of records
- explain the organisational policies, strategies and procedures that relate to records access and security.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – recordkeeping field of work and include access to:

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- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRKG402 Provide information from and about records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to provide effective responses to enquiries from potential users of records, using appropriate processes to access and provide information about records.

It applies to individuals who use a range of organisational and analytical techniques in working with an organisation's business and records systems.

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

Unit Sector

Knowledge Management – Recordkeeping

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. Identify and gather records required	1.1 Identify specific information or search criteria required by user 1.2 Identify range of records likely to contain information required and find out their availability using appropriate finding aids and records systems 1.3 Obtain range of records likely to contain information required by user, and analyse content 1.4 Track records to identify and record any change in location and use, in accordance with business or records system rules and

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ELEMENT	PERFORMANCE CRITERIA
	organisational procedures 1.5 Explain to user any obstacles to obtaining specific records within specified time and reach agreement on a timeframe for provision of records
2. Interpret and administer access rules and procedures	2.1 Identify person requesting record/s and confirm access category, in accordance with organisational procedures 2.2 Apply access restriction rules and guidelines to record/s requested to match access category of person requesting record/s 2.3 Inform person requesting record/s of their rights to review the decision where access restriction rules and guidelines prevent access
3. Provide the required information and/or records	3.1 Prepare requested information/records in appropriate formats, and in accordance with organisational procedures and specified timelines 3.2 Mask specific records, or portions thereof, in accordance with access rules and organisational procedures 3.3 Document records retrieved and used to provide information, in accordance with business or records system operation and organisational procedures 3.4 Record new locations provided to user in accordance with system rules and organisational procedures 3.5 Deliver record, or record information, within specified timeframes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.2	• Identifies and interprets information from a variety of organisational and regulatory texts to determine required actions
Writing	1.2, 1.4, 1.5, 2.3, 3.1, 3.3, 3.4	• Prepares information for others in required organisational format • Inputs information to locate records and records details

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		of documents according to organisational requirements
Oral Communication	1.1, 1.5, 2.1, 2.3	• Communicates verbally to gather or provide information using language appropriate to audience
Numeracy	1.2, 1.3, 1.5	• Recognises and interprets numerical information relating to record storage systems, record classification, timeframes and dates
Navigate the world of work	1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4	• Understands and adheres to organisational policies and procedures
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.5	• Takes responsibility for planning, organising and implementing tasks required to achieve organisational requirements in a timely fashion • Takes responsibility for the outcomes of routine decisions related directly to own role • Uses digital systems and tools to complete routine tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRKG402 Provide information from and about records	BSBRKG402B Provide information from and about records	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRKG402 Provide information from and about records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify records which accurately fulfil users' requests in specified timeframes
- apply access and security rules to the provision of records
- complete documentation required for record retrieval including new location.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the identification system used by the organisation to name, code, locate and categorise records
- explain the general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
  - environmental context
  - records characteristics
- explain organisational policies, strategies and procedures that relate to records access and security.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – recordkeeping field of work and include access to:

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- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRKG403 Set up a business or records system for a small business

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research, develop and implement business or records systems for a small office.

It applies to individuals who use a range of organisational, analytical and communication techniques to carry out the responsibilities of their role and report the outcomes directly to a supervisor or manager within the business or section of a larger organisation.

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

Unit Sector

Knowledge Management – Recordkeeping

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 recordkeeping requirements	1.1 Identify and document core business, supporting activities, resources, and business and social context using observation and consultation

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Determine security and access requirements for business or records system content from analysis of organisation's activities 1.3 Analyse business documentation to determine organisational reporting and accountability requirements 1.4 Identify organisational functions and activities for which records must be kept, from analysis of business and context documentation 1.5 Determine nature, detail, and format of records (content and metadata) for each organisational function and activity from analysis of the business and its context
2. Devise an appropriate recordkeeping system	2.1 Determine metadata needed to store, locate and retrieve records in a business or records system 2.2 Select size of business or records system appropriate to scale and nature of business operations 2.3 Select technological requirements of business or records systems appropriate to scale and nature of business operations 2.4 Select cost structure for business or records systems appropriate to scale, nature, and organisational cash flow requirements 2.5 Ensure maintenance, disposal and updating requirements of business or records system conform to scale, nature, and culture of the organisation 2.6 Select business or records system suited to projected growth of the organisation
3. Develop business rules and procedures to support operations	3.1 Develop rules for incorporating individual records and records capture information into the business or records system 3.2 Develop rules for deciding and recording retention periods and appropriate disposal actions for records 3.3 Develop and document procedures for the use of the system 3.4 Provide system users with training or instructions in the use of the business or records system, appropriate to the culture and scale of the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1, 2.5	• Evaluates and interprets information from a range of relevant sources and identifies relevant and key information
Writing	1.1, 3.1, 3.2, 3.3, 3.4	• Creates documents to convey information and instructions using language and format appropriate to text and audience
Oral Communication	1.1, 3.4	• Uses active listening and questioning techniques to confirm and clarify information • Communicates using words and non-verbal features appropriate to the audience and context
Numeracy	1.1, 1.4, 2.4, 3.2	• Interprets, compares and contrasts numerical data to determine needs • Uses numerical systems associated with record storage systems
Navigate the world of work	1.3, 3.3	• Uses understanding of organisational and legislative requirements in planning an appropriate recordkeeping system
Interact with others	1.1, 3.4	• Actively identifies the requirements of important communication exchanges, selecting appropriate channels, format and content to suit purpose and audience
Get the work done	1.1-1.5, 2.1-2.6, 3.4	• Sequences and schedules tasks required to achieve outcomes and manages relevant communication • Gathers, analyses and evaluates information to decide on system requirements • Considers purpose, needs and limitations when selecting digital devices and applications • Uses digital systems and tools to complete routine tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRKG403 Set up a	BSBRKG403C Set up a	Updated to meet	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
business or records system for a small business	business or records system for a small business	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRKG403 Set up a business or records system for a small business

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- document the steps used to determine the criteria for a business or records system appropriate to the organisation's business functions and reporting requirements
- develop and implement a business or records system including documented rules, procedures, user instructions and training materials.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
  - environmental context
  - records characteristics
- describe the internal controls required of the business or records system
- outline the characteristics of the organisational functions, structure and culture relevant to the setup of the business or records system

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- describe the organisational policies and strategies required by a newly established business or records system
- outline key provisions of relevant legislation that apply to a business or records system.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – recordkeeping field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRKG502 Manage and monitor business or records systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to set up the operational frameworks for the creation, capture and use of records and to monitor and review these frameworks and activities within a business or records system of a specific business domain.

It applies to individuals who work closely with other staff members in an organisation and may also have a degree of individual responsibility and autonomy. They use a range of organisational, analytical and managerial techniques to perform their work in business and records systems or in specialist recordkeeping environments, such as archives.

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

Unit Sector

Knowledge Management – Recordkeeping

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 requirements or modifications	1.1 Identify and document core business, supporting activities, resources, business and social context, using observation and consultation 1.2 Determine security and access requirements for business or records system content from analysis of organisation’s activities 1.3 Analyse organisational reporting and accountability

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ELEMENT	PERFORMANCE CRITERIA
	requirements in the context of the business documentation 1.4 Identify organisational functions and activities for which records must be kept, from analysis of business and context documentation 1.5 Determine format content and metadata of records for each organisational function from analysis of the business and its context
2. Devise an appropriate recordkeeping system	2.1 Determine metadata needed to manage record storage, location and retrieval in a business or records system 2.2 Select scale, and number of business or records systems appropriate to scale and nature of business operations 2.3 Select technological requirements of business or records systems appropriate to scale and nature of business operations 2.4 Select cost structure for business or records systems appropriate to scale, nature, and organisational cash flow requirements 2.5 Ensure maintenance, disposal and updating requirements of business or records system conform to scale, nature, and culture of the organisation 2.6 Select business or records system suited to the projected growth of the organisation
3. Develop an implementation plan	3.1 Identify and document recordkeeping responsibilities of individual personnel or organisational units 3.2 Develop measurable performance indicators for recordkeeping activities 3.3 Develop procedures and guidelines for capturing and controlling records 3.4 Communicate an implementation plan to users of the system and other relevant organisational staff
4. Monitor and review business or records system	4.1 Monitor business and records system and notify staff in accordance with approved timeframes, frequency, and organisational policies and guidelines where applicable 4.2 Record details of variation from business or records system's rules, standards and procedures that exceed agreed limits 4.3 Provide required reports to appropriate authority relating to use and maintenance of records 4.4 Designate responsibilities to staff for record creation and

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ELEMENT	PERFORMANCE CRITERIA
	capture activities in accordance with organisational policies
5. Identify and respond to problems and changes	5.1 Use monitoring reports and external events to identify any problems and changes that require a systemic response 5.2 Make recommendations for revisions to systems, procedures, and strategic plans in response to identified variations, changes and problems 5.3 Devise amendments to systems and implementation or other plans where required 5.4 Prepare recommendations for system amendments, planning and implementation 5.5 Authorise or gain authorisation, for procedures for using the business or records systems, and for any subsequent alterations and amendments to the procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 3.1, 3.2, 4.1, 4.2, 5.1	• Critically evaluates content from a range of structurally complex texts and applies to own context
Writing	1.1, 1.2, 1.5. 2.1, 3.1-3.4, 4.1, 4.2, 4.3, 4.4, 5.2, 5.4, 5.5	• Uses clear, accurate and relevant language to organise, record and update information and complete workplace documentation
Oral Communication	1.1, 3.1, 3.4, 4.4, 5.5	• Employs active listening and questioning techniques to confirm requirements • Clearly articulates plans and responsibilities to relevant personnel using appropriate language and features
Numeracy	1.1, 1.4, 2.1, 2.4	• Identifies and comprehends numerically expressed information in financial records and other business documentation that informs of recordkeeping system requirements • Assesses need for numerical information in metadata and calculates costs associated with system structure and operation

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Navigate the world of work	3.3, 4.1, 5.1, 5.2	• Develops and maintains organisational policies and procedures, monitors adherence, and understands how own role contributes to broader goals of the work environment
Interact with others	3.4, 4.3, 5.5	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 4.4, 5.1, 5.2, 5.3	• Takes responsibility for planning and organising own workload and tasks to ensure work deadlines are met • Makes decisions by using systematic, analytical processes, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Understands the purposes, specific functions and key features of digital systems and tools • Recognises and addresses some unfamiliar problems of increasing complexity within own scope

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRKG502 Manage and monitor business or records systems	BSBRKG502B Manage and monitor business or records systems	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRKG502 Manage and monitor business or records systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse, develop and document a business or records system including a detailed implementation plan
- develop specifications and performance indicators to monitor system effectiveness
- develop and document a plan to address issues identified during monitoring or review.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- explain the characteristics of the organisational functions, structure and culture relevant to the business or records system
- explain the organisational policies, strategies and procedures for records access and security
- identify problems and changes that could require a systemic response.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – recordkeeping field of work and include access to:

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- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies, and where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRKG505 Document or reconstruct a business or records system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to document or reconstruct a business or records system and its context.

It applies to individuals who use a range of organisational and analytical techniques to perform their work in archival or general record systems environments. They work closely with other members of an organisation and have individual responsibility for documenting or reconstructing systems.

A business or records system may need to be reconstructed for a variety of reasons, including:

- capturing into archival control systems for access and control purposes
- changes to the system of control including computerisation or migration between systems
- transfer of an organisation's ownership or control arising from amalgamation, takeover or bankruptcy
- administrative change, closure of offices or changes in accommodation.

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

Unit Sector

Knowledge Management – Recordkeeping

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes.	*demonstrate achievement of the element.*
1. Establish activities and functions documented by records	1.1 Identify and document actions, activities and jurisdiction by which records are generated 1.2 Establish boundaries and relationships of activities and functions of records, and check these against a functional analysis of the organisation 1.3 Identify creators of records by mapping them to the parts of the organisation responsible for functions or activities 1.4 Establish and document changes to functions or activities from the records, and verify against other appropriate sources over the time period of the records
2. Analyse the context of records and systems	2.1 Identify and describe previous or subsequent records or series to place records in their context, in accordance with organisational standards 2.2 Identify changes to business or records systems which have occurred over time, including any anomalies to the systemic order of records 2.3 Identify and describe creators of records, including their accountabilities and functional responsibilities 2.4 Identify specific records by nature of their content, similar function, or systemic relationship 2.5 Document and report on the system and records, including identifying any changes and anomalies, in accordance with organisational standards
3. Document reconstruction of the business or records system	3.1 Identify and document elements of the business or records system from records 3.2 Identify and document records series in accordance with organisational standards and procedures 3.3 Establish and maintain control by capturing records in accordance with organisational standards and procedures where system is inadequate or not apparent

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.2, 3.1, 3.2, 3.3	• Critically organises, evaluates and applies content from a range of structurally complex texts
Writing	1.1, 1.4, 2.3, 2.5, 3.1, 3.2	• Uses clear, accurate and relevant language to organise, record and update information and complete workplace documentation
Oral Communication	2.3	• Participates effectively in interactions with stakeholders using listening and questioning to obtain required information
Numeracy	2.1, 2.2	• Locates and interprets numerical information in records and the organisation of records systems to identify contextual anomalies
Navigate the world of work	2.1, 2.5, 3.2, 3.3	• Adheres to organisational policies and procedures
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.3	• Takes responsibility for planning and organising tasks and own workload to reconstruct a business or records system • Uses problem-solving and analysis skills to interpret and apply principles of business or records systems according to organisational requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRKG505 Document or reconstruct a business or records system	BSBRKG505B Document or reconstruct a business or records system	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRKG505 Document or reconstruct a business or records system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- document an analysis of information about records relating to the organisational activities
- apply suitable records series and records systems to the reconstruction of a business records system.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- explain the organisational business functions, structure and culture relevant to the reconstruction of the records system
- explain the organisational policies, strategies and procedures relevant to records access, classification and security.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – recordkeeping field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

It applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

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

Unit Sector

Regulation, Licensing and Risk – Risk Management

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. Identify risks	1.1 Identify the context for risk management 1.2 Identify risks using tools, ensuring all reasonable steps have

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ELEMENT	PERFORMANCE CRITERIA
	been taken to identify all risks 1.3 Document identified risks in accordance with relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse and document risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes
3. Treat risks	3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses 3.2 Identify control measures for all risks 3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4 Choose and implement control measures for own area of operation and/or responsibilities 3.5 Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1 Regularly review implemented treatment/s against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Provide assistance to auditing risk in own area of operation 4.4 Monitor and review management of risk in own area of operation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	1.3, 2.1, 2.3, 3.5	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes

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Oral communication	2.1	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	1.2, 4.1	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 1.3, 3.3	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Interact with others	2.1	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	• Determines job sequence and works logically and systematically to undertake defined tasks • Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions • Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK401 Identify risk and apply risk management processes	BSBRSK401A Identify risk and apply risk management processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to apply organisational policies, procedures and processes to:

- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation's auditing requirements relating to risk management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

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- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK501 Manage risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It 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.

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

Unit Sector

Regulation, Licensing and Risk – Risk Management

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. Establish risk context	1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards 1.2 Determine scope for risk management process 1.3 Identify internal and external stakeholders and their issues 1.4 Review political, economic, social, legal, technological and policy context

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Review strengths and weaknesses of existing arrangements 1.6 Document critical success factors, goals or objectives for area included in scope 1.7 Obtain support for risk management activities 1.8 Communicate with relevant parties about the risk management process and invite participation
2. Identify risks	2.1 Invite relevant parties to assist in the identification of risks 2.2 Research risks that may apply to scope 2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1 Assess likelihood of risks occurring 3.2 Assess impact or consequence if risks occur 3.3 Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select most appropriate options for treating risks 4.2 Develop an action plan for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Ensure all documentation is in order and appropriately stored 4.5 Implement and monitor action plan 4.6 Evaluate risk management process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 1.5, 2.2	• Comprehends a variety of relatively complex texts • Gathers, interprets and analyses textual information from a range of sources to identify relevant information
Writing	1.6, 1.8, 2.1, 2.3, 4.3	• Develops textual material and organises content in a manner that effectively documents

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		risk management analysis and assessment priorities and processes
Oral Communication	1.8, 2.1, 2.3, 4.3	• Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding
Numeracy	2.2	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 2.1, 4.3	• Refers to organisational processes, procedures and requirements when making decisions about risk management
Interact with others	1.8, 2.1, 2.3, 4.3	• Establishes and uses appropriate conventions and protocols when communicating with stakeholders about risk management • Consults and negotiates with stakeholders about risk management processes and outcomes
Get the work done	1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6	• Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication • Systematically analyses information to decide on appropriate risk management treatments • Uses digital technologies and systems to access information, document plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK501 Manage risk	BSBRSK501B Manage risk	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK501 Manage risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify the scope and context of the risk management process including:
  - stakeholder analysis
  - political, economic, social, legal, technological and policy context
  - current arrangements
  - objectives and critical success factors for the area included in scope
  - risks that may apply to scope
- consult and communicate with relevant stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- outline organisational policies, procedures and processes for risk management.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB401 Establish legal and risk management requirements of small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assess and prioritise risks and identify and comply with all regulations affecting the business.

It applies to individuals operating a small business or setting up a department within a larger organisation, who are skilled at communicating and interpreting legislation and regulations.

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

Unit Sector

Management and Leadership – Small and Micro Business

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. Identify and implement business legal requirements	1.1 Identify and research possible options for the business legal structure using appropriate sources 1.2 Determine legislation and regulatory requirements affecting operations of the business under its chosen structure 1.3 Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with	2.1 Establish systems to ensure legal rights and responsibilities of

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ELEMENT	PERFORMANCE CRITERIA
legislation, codes and regulatory requirements	the business are identified and the business is adequately protected, specifically in relation to occupational health and safety (OHS), business registration and environmental requirements 2.2 Identify taxation principles and requirements relevant to the business, and follow procedures to ensure compliance 2.3 Identify and carefully maintain legal documents and maintain and update relevant records to ensure their ongoing security and accessibility 2.4 Monitor provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5 Conduct investigations to identify areas of non-compliance with legal and regulatory requirements, and take corrective action where necessary
3. Negotiate and arrange contracts	3.1 Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2 Investigate and assess potential products/services to determine procurement rights and ensure protection of business interests where applicable 3.3 Negotiate and secure contractual procurement rights for goods and services including contracts with relevant people, as required, in accordance with the business plan 3.4 Identify insurance requirements and acquire adequate cover 3.5 Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.2-3.5	• Identifies, analyses and evaluates a range of complex text to determine legislative, regulatory and related business requirements
Writing	1.3, 2.1, 2.3, 2.5,	• Prepares written reports and workplace documentation that communicate complex information clearly and

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	3.1, 3.3, 3.5	effectively
Oral Communication	2.5, 3.1, 3.3	• Uses specific and relevant language to clearly articulate legal issues, and uses questioning and listening techniques to clarify solutions • Participates in verbal negotiations using language suitable to audience
Numeracy	2.2, 2.5, 3.3, 3.4	• Reviews, analyses, compares and contrasts numerical data which may be embedded in documents • Calculates business insurance costs and compares costing options
Navigate the world of work	1.2, 1.3, 2.1	• Monitors adherence to organisational policies and legislative responsibilities and considers own role in terms of its contribution to broader goals of work environment
Interact with others	3.1, 3.3	• Plays a lead role in situations requiring effective collaboration, demonstrating high-level influencing skills, focusing and shaping awareness, and engaging and motivating others
Get the work done	1.1-1.3, 2.1	• Plans, organises and implements tasks required to determine legal and risk management requirements • Implements actions as per plan, making adjustments if necessary and addressing unexpected issues • Understands importance of secure information in relation to own work and takes personal responsibility for identifying and managing risk factors • Makes a range of critical and non-critical decisions in complex situations, taking a range of factors into account

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB401 Establish legal and risk management requirements of small business	BSBSMB401A Establish legal and risk management requirements of small business	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB401 Establish legal and risk management requirements of small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate a systematic approach to identifying, managing and meeting legal and business requirements, specifically in regard to OHS, business registration and environmental requirements
- ensure compliance, by:
  - following taxation principles
  - updating and maintaining legal documents
  - investigating areas of non-compliance
  - monitoring provision of products and services
  - taking corrective action where necessary
- negotiate and arrange contracts, including:
  - seeking legal advice
  - investigating procurement rights
  - following the business plan
  - identifying insurance requirements
  - identifying options of leasing/ownership of business premises.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline business registration and licensing requirements
- identify commonwealth, state/territory and local government legislative requirements relating to business operation
- explain creation and termination of relevant legal contracts

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- summarise relevant cultural differences and legal implications
- describe legal rights and obligations of alternative ownership structures
- outline necessary record keeping to meet minimum legal and taxation requirements
- summarise relevant consumer legislation and industry codes of practice
- explain relevant insurance requirements and products.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for analysis of data
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB402 Plan small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify financial requirements of a business, including profit targets, cash flow projections and strategies to garner financial support.

It applies to individuals who operate a small business or work within an existing micro or small businesses or in a department of a larger organisation. Individuals in this role interpret financial data competently and are skilled communicators.

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

Unit Sector

Management and Leadership – Small and Micro Business

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. Identify costs, calculate prices and prepare profit statement	1.1 Identify and document costs associated with production and delivery of the business' products/services 1.2 Calculate prices based on costs and profit margin, as an hourly charge-out rate for labour or unit price for products 1.3 Calculate break-even sales point to establish business viability and profit margins 1.4 Identify appropriate pricing strategies in relation to market

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ELEMENT	PERFORMANCE CRITERIA
	conditions to meet business profit targets 1.5 Prepare projected profit statement to supplement the business plan
2. Develop a financial plan	2.1 Set profit targets/goals to reflect owner's desired returns 2.2 Identify working capital requirements necessary to attain profit projections 2.3 Identify non-current asset requirements and consider alternative asset management strategies 2.4 Prepare cash flow projections to enable business operation in accordance with business plan and legal requirements 2.5 Identify capital investment requirements accurately for each operational period 2.6 Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1 Identify start-up and ongoing financial requirements according to financial plan/budget 3.2 Identify sources of finance, including potential financial backers, to provide required liquidity for the business to complement business goals and objectives 3.3 Investigate cost of securing finance on optimal terms 3.4 Identify strategies to obtain finance as required to ensure financial viability of the business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1-2.5, 3.1, 3.2	• Identifies, analyses and evaluates complex information from a range of sources
Writing	1.1, 1.5, 2.1, 2.4, 3.2	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively

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Oral Communication	1.1, 3.2	• Uses specific and relevant language to secure finance and uses questioning and listening techniques to clarify outcomes • Participates in verbal negotiations using language suitable to audience
Numeracy	1.1-1.5, 2.1, 2.2, 2.4-2.6, 3.1, 3.3, 3.4	• Analyses numerical information to determine costs, prices, profit and losses, and other financial data
Navigate the world of work	2.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Get the work done	1.1, 1.4, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4	• Sequences and schedules tasks required to implement and monitor financial strategies • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account, making adjustments as necessary • Regularly uses formal thinking techniques to generate new ideas

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB402 Plan small business finances	BSBSMB402A Plan small business finances	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB402 Plan small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a financial plan which identifies financial requirements of the business, including cash flow projections and a projected profit statement
- follow the business plan, including:
  - demonstrating an awareness of appropriate legal requirements
  - implementing strategies to monitor financial performance
- identify sources and investigate costs of securing appropriate financial assistance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain break-even analysis
- clarify costing for the business, including margin/mark-up, hourly charge-out rates and unit costs
- summarise financial decision-making relevant to the business
- outline methods and relative costs of obtaining finance
- summarise principles for preparing balance sheets
- provide a detailed explanation of:
  - principles for preparation of cash flow forecasts
  - principles for preparation of profit and loss statements
  - purpose of financial reports
- describe working capital cycles.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for financial calculations
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB403 Market the small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and improve business performance via a clear strategy complementing the business plan.

It applies to individuals who operate a small business independently or within a larger organisation. Individuals in this role analyse and interpret market data and are proficient communicators.

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

Unit Sector

Management and Leadership – Small and Micro Business

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 marketing strategies	1.1 Analyse the business and its key products or services to determine focus of marketing activities, in accordance with objectives of the business plan 1.2 Evaluate customer base and target market for the small business as a basis for marketing objectives and strategies 1.3 Determine marketing objectives and strategies are ethically and culturally appropriate, in consultation with relevant people and in accordance with the business plan

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ELEMENT	PERFORMANCE CRITERIA
2. Determine a marketing mix for the business	2.1 Balance product mix, volumes and pricing to optimise sales and profit 2.2 Evaluate costs and benefits of using different distribution channels and/or providing different levels of customer service, and consider results in determining marketing mix 2.3 Determine promotional activities to suit target market 2.4 Consider customer needs and preferences in determining marketing mix 2.5 Determine marketing mix according to market and business needs
3. Implement marketing strategies	3.1 Brief those involved in the marketing effort on their roles and responsibilities, to ensure success of marketing strategies 3.2 Plan and implement promotional activities, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1 Monitor marketing activities and evaluate business performance according to objectives and targets of the business plan 4.2 Analyse performance gaps and take corrective action or set new targets 4.3 Encourage all relevant people to propose ways to improve marketing performance 4.4 Seek and analyse customer reaction to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5 Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6 Monitor and investigate market changes for new opportunities to aid business development

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1-1.3, 2.2-2.4, 3.2, 4.1, 4.4, 4.6	• Identifies, analyses and evaluates complex information from a range of sources
Writing	1.3, 2.3, 2.5, 3.1, 3.2, 4.4-4.6	• Prepares reports and other workplace documentation using structure, layout and terminology appropriate to the audience
Oral Communication	1.3, 3.1, 4.3, 4.4	• Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment • Uses questioning and listening to check and confirm understanding
Numeracy	2.1, 2.2, 3.2, 4.2	• Analyses numerical information to determine budgetary requirements and product quantities • Uses a range of calculation methods to evaluate costs and benefits
Navigate the world of work	4.5	• Regularly reviews current situation and develops strategies to address improvements in marketing performance
Interact with others	4.3	• Recognises importance of building rapport to establish effective working relationships
Get the work done	1.1-1.3, 2.1-2.5, 3.2, 4.1, 4.2	• Plans, organises and implements tasks required to develop and implement marketing strategies • Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB403 Market the small business	BSBSMB403A Market the small business	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB403 Market the small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine objectives of the business plan, including marketing activity focus
- evaluate customer base
- understand what is ethically and culturally appropriate
- determine a marketing mix according to market and business needs, including:
  - ability to optimise sales and profit
  - ability to evaluate costs and benefits
  - determine customer needs and promotional activities
- determine marketing strategies, including briefing appropriate personnel on their responsibilities
- monitor and evaluate activities and performance, and correct performance gaps
- consult and communicate effectively with relevant people
- research and monitor ongoing changes and improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss industry market trends
- identify performance evaluation methods
- explain methods of analysing costs and benefits of marketing strategies
- summarise methods of developing marketing objectives and marketing mix
- outline methods of monitoring customer satisfaction
- identify relevant market analysis and research
- provide a detailed explanation of relevant marketing concepts and methods.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for analysis of data
- relevant workplace documents
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently and are skilled communicators.

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

Unit Sector

Management and Leadership – Small and Micro Business

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. Identify elements of the business plan	1.1 Identify purpose of the business plan 1.2 Identify and review essential components of the business plan 1.3 Identify and document business goals and objectives as a basis for measuring business performance
2. Develop a business plan	2.1 Research resources, legal and compliance requirements, specifically in relation to occupational health and safety (OHS), in accordance with business goals and objectives

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Research market needs, and market size and potential 2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business 2.4 Identify methods, from marketing strategies, to promote market exposure of the business 2.5 Identify methods/means of production/operation from production/operations plan to conform with business goals and objectives 2.6 Identify staffing requirements to effectively produce/deliver products/services 2.7 Identify specialist services and sources of advice, where required, and cost in accordance with available resources
3. Develop strategies for minimising risks	3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction 3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements 3.3 Develop a contingency plan to address possible areas of non-conformance with the plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.7, 3.1, 3.2	• Identifies, analyses and evaluates complex workplace documentation during planning process
Writing	1.3, 2.3-2.7, 3.1-3.3	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	3.1	• Articulates ideas and requirements using language appropriate to audience
Numeracy	2.2, 2.3, 2.5-2.7	• Interprets numerical information to determine prospective markets, resource allocations and business profits/losses

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Navigate the world of work	2.1, 3.2	• Appreciates implications of legal and regulatory responsibilities related to own work
Get the work done	1.1, 1.2, 2.1-2.7, 3.2, 3.3	• Plans, organises and implements tasks required to develop a business plan • Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB404 Undertake small business planning	BSBSMB404A Undertake small business planning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products/services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) responsibilities
- develop risk management strategies including a contingency plan for non-conformance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss commonwealth, state/territory and local government legislative requirements and industry codes of practice relating to small business planning
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan
- identify principles of risk management relevant to business planning
- explain reasons for, and benefits of, business planning
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement a business plan and modify operations as required.

It applies to individuals who operate a small business which stands alone, or is part of a department within a larger organisation. Individuals in this role are skilful communicators and interpret numerical data with ease.

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

Unit Sector

Management and Leadership – Small and Micro Business

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 operational strategies and procedures	1.1 Develop an action plan to provide a clear and coherent direction, in accordance with business goals and objectives 1.2 Identify work health and safety (WHS) and environmental issues, and implement strategies to minimise risk factors

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Develop a quality system for the business in line with industry standards, compliance requirements and cultural criteria 1.4 Develop performance measures and operational targets to conform with the business plan 1.5 Develop strategies for innovation, including utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1 Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2 Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3 Maintain staffing requirements, where applicable, within budget, to maximise productivity 2.4 Carry out provision of goods/services in accordance with established legal, ethical cultural and technical standards 2.5 Provide goods/services in accordance with time, cost and quality specifications, and customer requirements 2.6 Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1 Regularly monitor/review achievement of operational targets to ensure optimum business performance, in accordance with business plan goals and objectives 3.2 Review systems and structures, with a view to more effectively supporting business performance 3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of the business quality system 3.4 Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives 4.2 Clearly record proposed changes to aid future planning and evaluation 4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 4.1	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.1, 1.3-1.5, 3.2, 3.4, 4.1, 4.2	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	3.2	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding
Numeracy	2.2, 2.3, 2.5	• Interprets numerical information to manage performance information and regulate cash flow
Navigate the world of work	1.1-1.3, 2.2, 2.4, 4.1	• Develops and revises organisational policies and procedures • Appreciates implications of legal and regulatory responsibilities related to own work with specific reference to safety
Get the work done	1.1, 1.3-1.5, 2.1-2.3, 2.5, 2.6, 3.1-3.3, 4.1, 4.3	• Plans, organises and implements tasks required to implement strategies and procedures • Reflects on how digital systems and tools are used or could be used to achieve work goals • Identifies concepts, principles and features of approaches in use in other contexts and considers how these may suit own situation • Uses experiences to reflect on how variables impact decision outcomes, and to gain insights into what constitutes ‘good’ judgement and an effective decision in different contexts

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB405 Monitor and manage small business operations	BSBSMB405B Monitor and manage small business operations	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop strategies and procedures to successfully manage business operations, including:
  - developing an action plan
  - identifying risk management procedures
  - developing a quality system
  - implementing performance measures
  - utilising technologies to optimise business performance
- implement and monitor strategies and procedures developed, including:
  - analysing and correcting business problems
  - reviewing and adjusting the business plan
- record and research business improvements
- make appropriate adjustments to business operations as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain methods for implementing operation and revenue control systems
- summarise methods for monitoring performance and implementing improvements

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- outline work health and safety (WHS) responsibilities and procedures for managing hazards
- identify relevant principles of risk management, including risk assessment
- clarify quality system principles and methods
- explain relevant marketing, sales and financial concepts
- summarise relevant performance measures
- outline systems to manage staff, stock, expenditure, services and customer service
- identify technical or specialist skills relevant to business operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role are skillful communicators and interpret financial reports and other numerical data with ease.

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

Unit Sector

Management and Leadership – Small and Micro Business

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. Implement financial plan	1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate and extend the business in accordance with the business plan 1.2 Produce financial budgets/projections, including cash flow estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements 1.3 Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet requirements of

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ELEMENT	PERFORMANCE CRITERIA
	financial backers 1.4 Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5 Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow 1.6 Select key performance indicators to enable ongoing monitoring of financial performance 1.7 Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1 Regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial plan has been met 2.2 Monitor marketing and operational strategies for their effects on the financial plan 2.3 Calculate and evaluate financial ratios according to own/industry benchmarks 2.4 Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.4	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.2-1.5, 1.7, 2.1	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.3, 1.7	• Provides clear explanations using language and features suitable to the audience • Uses listening and questioning techniques to confirm understanding
Numeracy	1.1-1.5, 2.1, 2.3, 2.4	• Interprets numerical information to calculate all relevant financial information

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Navigate the world of work	1.2, 1.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	1.3, 1.7	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role • Uses effective negotiation skills to achieve outcomes
Get the work done	1.1, 1.2, 1.4-1.6, 2.2, 2.4	• Plans, organises and implements tasks required to manage finances • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB406 Manage small business finances	BSBSMB406A Manage small business finances	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- operate and extend the business according to the business plan, including:
  - adhering to legal requirements
  - meeting requirements of financial backers
  - defining strategies for contingencies for debtors
  - defining key performance indicators
  - communicating with relevant personal
- monitor the business against financial plan and make changes as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss benchmarking
- explain financial decision-making relevant to the business
- summarise significant financial indicators
- outline purposes of financial reports
- clarify preparation and interpretation of budget/actual reports
- identify principles for preparing balance sheets and their interpretation
- characterise principles for preparing profit and loss statements and their interpretation
- discuss stock records / stock control relevant to the business.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

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

Unit Sector

Industry Capability – Sustainability

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. Identify current resource use	1.1 Identify workplace environmental and resource efficiency issues 1.2 Identify resources used in own work role 1.3 Document and measure current usage of resources using appropriate techniques 1.4 Record and file documentation measuring current usage, using

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ELEMENT	PERFORMANCE CRITERIA
	technology (such as software systems) where applicable 1.5 Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Follow workplace procedures to ensure compliance 2.2 Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Follow organisational plans to improve environmental practices and resource efficiency 3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Make suggestions for improvements to workplace practices in own work area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 3.1	• Recognises and interprets textual information to establish job requirements from relevant information
Writing	1.3, 1.4, 1.5, 2.2	• Completes documents using required formats
Oral Communication	1.5, 2.2, 3.3	• Articulates ideas clearly and uses simple and relevant language to identify and report issues to designated person
Numeracy	1.3	• Calculates basic metric measurements to determine resource usage
Navigate the world of work	2.1	• Understands and adheres to legal and regulatory responsibilities related to own work
Interact with others	1.5, 2.2, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts • Collaborates and cooperates with others to achieve joint outcomes
Get the work	1.1-1.4, 3.1, 3.3	• Implements actions as per plan, taking some responsibility for sequencing and timing of tasks

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done		• Uses main features and functions of digital tools to complete work tasks and access information • Analyses current practices to identify opportunities for improvement.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS201 Participate in environmentally sustainable work practices	BSBSUS201A Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- locate and interpret a range of environment/sustainability legislation and procedural requirements
- participate in and support discussions for an improved resource efficiency process
- identify, document and measure usage of resources
- collaborate with team members on suggestions for improving workplace practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role
- outline sustainability requirements in the workplace
- identify reporting channels and procedures to report breaches and potential issues
- identify where to find environmental and resource efficiency systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- documentation, information and resources related to workplace environmental and resource efficiency issues
- office equipment and resources
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

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

Unit Sector

Industry Capability – Sustainability

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 workplace sustainability policy	1.1 Define scope of sustainability policy 1.2 Gather information from a range of sources to plan and develop policy 1.3 Identify and consult stakeholders as a key component of the policy development process 1.4 Include appropriate strategies in policy at all stages of work for

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ELEMENT	PERFORMANCE CRITERIA
	minimising resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches 1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6 Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7 Agree to appropriate methods of implementation, outcomes and performance indicators
2. Communicate workplace sustainability policy	2.1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders 2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities
3. Implement workplace sustainability policy	3.1 Develop and communicate procedures to help implement workplace sustainability policy 3.2 Implement strategies for continuous improvement in resource efficiency 3.3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1 Document outcomes and provide feedback to key personnel and stakeholders 4.2 Investigate successes or otherwise of policy 4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4 Modify policy and or procedures as required to ensure improvements are made

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 4.2, 4.3	• Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes
Writing	1.2-1.7, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3, 4.4	• Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Oral Communication	1.2, 1.3, 2.1, 2.2, 3.1, 4.1	• Presents information and seeks advice using language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 4.3	• Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs
Navigate the world of work	1.1-1.6, 3.1, 4.4	• Develops, monitors and modifies organisational policies and procedures in accordance with legislative requirements and organisation goals
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Plays a lead role in consulting and negotiating positive outcomes with a range of stakeholders
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic, analytical processes in relatively complex, situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS501 Develop workplace policy and	BSBSUS501A Develop workplace policy and procedures	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
procedures for sustainability	for sustainability	Minor edits to clarify performance criteria	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- scope and develop organisational policies and procedures that comply with legislative requirements and support the organisation's sustainability goals covering at a minimum:
  - minimising resource use
  - resource efficiency
  - reducing toxic material and hazardous chemical use
  - employing life cycle management approaches
  - continuous improvement
- plan and implement sustainability policy and procedures including:
  - agreed outcomes
  - performance indicators
  - activities to be undertaken
  - assigned responsibilities
  - record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- review and improve sustainability policies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organisation identify internal and external sources of information and explain how they can be used to plan and develop the organisation's sustainability policy

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- explain policy development processes and practices
- outline organisational systems and procedures that relate to sustainability
- outline typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to seek feedback for performance improvement and use current technology appropriate to the task.

It applies to individuals working under direct supervision who develop basic skills and knowledge for working in a broad range of settings.

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

Unit Sector

Industry Capability – Workplace Effectiveness

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. Organise work schedule	1.1 Discuss and agree on work goals and plans with assistance from appropriate persons 1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans 1.3 Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1 Complete tasks within designated timelines and in accordance with organisational requirements and instructions

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks 2.3 Identify factors affecting work requirements and take appropriate action 2.4 Use business technology efficiently and effectively to complete work tasks 2.5 Communicate progress on task to supervisor or colleagues as required
3. Review work performance	3.1 Seek feedback on work performance from supervisors or colleagues 3.2 Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards 3.3 Identify and plan opportunities for improvement in liaison with colleagues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 3.2	• Recognises and interprets textual information to determine and adhere to organisational and task requirements
Writing	1.3, 2.5, 3.3	• Completes required documents using organisational formats
Oral Communication	1.1, 2.1, 2.2, 2.5, 3.1	• Uses listening and questioning techniques to seek information and confirm understanding • Participates in verbal interactions using language and features suitable to audience and context
Numeracy	1.3, 2.1	• Interprets numerical information related to timeframes
Navigate the world of work	1.2, 2.1, 3.2	• Complies with organisational policies, procedures and standards
Get the work	1.1, 1.3, 2.1-2.4, 3.2,	• Prioritises work and completes activities within designated timeframes

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done	3.3	• Identifies and solves routine problems • Selects and uses appropriate digital tools to complete tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR202 Organise and complete daily work activities	BSBWOR202A Organise and complete daily work activities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and organise workload with the assistance of others
- complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required
- use effective communication skills to seek assistance or feedback from others
- seek and use feedback from others to monitor and improve work performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisational standards, policies and procedures that relate to own work role
- explain the relationship between an individual's work goals and plans and the organisation's goals and plans
- list some factors that can affect the ability to get work done, and explain the action to take
- explain how to plan and manage time.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- workplace documentation
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBWOR203 Work effectively with others

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.

It applies to individuals who perform a range of routine tasks using a limited range of practical skills, and a fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

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

Unit Sector

Industry Capability – Workplace Effectiveness

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 effective workplace relationships	1.1 Identify own responsibilities and duties in relation to workgroup members and undertake activities in a manner that promotes cooperation and good relationships 1.2 Take time and resource constraints into account in fulfilling

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ELEMENT	PERFORMANCE CRITERIA
	work requirements of self and others 1.3 Encourage, acknowledge and act on constructive feedback provided by others in the workgroup
2. Contribute to workgroup activities	2.1 Provide support to team members to ensure workgroup goals are met 2.2 Contribute constructively to workgroup goals and tasks according to organisational requirements 2.3 Share information relevant to work with workgroup to ensure designated goals are met 2.4 Identify and plan strategies/opportunities for improvement of workgroup in liaison with workgroup
3. Deal effectively with issues, problems and conflict	3.1 Respect differences in personal values and beliefs and their importance in the development of relationships 3.2 Identify any linguistic and cultural differences in communication styles and respond appropriately 3.3 Identify issues, problems and conflict encountered in the workplace 3.4 Seek assistance from workgroup members when issues, problems and conflict arise and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1	• Identifies and interprets information to determine task requirements
Writing	2.3, 2.4	• Completes required documentation using organisational formats • Composes simple documents for others to read
Oral Communication	1.3, 3.2, 3.4	• Presents information and seeks advice using language and features appropriate to audience • Participates in discussions using listening and questioning to elicit views of others and to clarify or

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		confirm understanding
Numeracy	1.2	• Interprets information related to timeframes and resource quantities
Navigate the world of work	1.1, 2.2	• Understands responsibilities of own role and follows explicit and implicit organisational protocols and procedures
Interact with others	1.1, 1.3, 2.1-2.4, 3.1, 3.2, 3.4	• Selects and uses appropriate communication practices when seeking or sharing information Establishes and builds rapport and relationships with others to foster a culture of respect and cooperation in communications
Get the work done	1.2, 2.4, 3.3, 3.4	• Plans and organises work commitments to ensure deadlines and objectives are met • Uses formal analytical thinking techniques to recognise and respond to routine problems

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR203 Work effectively with others	BSBWOR203B Work effectively with others	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR203 Work effectively with others

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify own responsibilities in relation to the team and the organisation's requirements
- work effectively in a workgroup including:
  - supporting team members
  - using culturally appropriate communication skills
  - acting on constructive feedback
  - cooperating and contributing to team goals
  - identifying improvement opportunities
- identify problems and conflicts and address them appropriately.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisational standards, policies and procedures that relate to own work role
- outline team responsibilities and duties and their relationship to individual responsibilities and duties.
- summarise conflict resolution techniques.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR204 Use business technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select and use computer software and organise electronic information and data.

It applies to individuals who apply a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

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

Unit Sector

Industry Capability – Workplace Effectiveness

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. Select and use technology	1.1 Select appropriate technology and software applications to achieve requirements of the task 1.2 Adjust workspace, furniture and equipment to suit user's ergonomic requirements 1.3 Use technology according to organisational requirements and in a way that promotes a safe work environment
2. Process and organise	2.1 Identify, open, generate or amend files and records according

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ELEMENT	PERFORMANCE CRITERIA
data	to task and organisational requirements 2.2 Operate input devices according to organisational requirements 2.3 Store data appropriately and exit applications without damage to or loss of, data 2.4 Use manuals, training booklets and/or online help or helpdesks to overcome basic difficulties with applications
3. Maintain technology	3.1 Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements 3.2 Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3 Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.1, 2.2, 2.4, 3.1-3.3	• Recognises and interprets information from familiar sources to determine job role and task requirements
Writing	2.1, 2.3, 3.2, 3.3	• Produces and amends files to meet task and organisational requirements • Completes required documentation using organisational formats
Oral Communication	3.3	• Uses specific and relevant language to refer faults to others
Navigate the world of work	1.2, 1.3, 2.1, 2.2, 3.1-3.3	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Get the work done	1.1, 1.3, 2.1-2.4, 3.1-3.3	• Uses business technologies and systems safely, when gathering, storing, accessing and sharing information • Understands purposes, specific functions and key

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		features of common digital systems and business tools • Operates digital systems and business tools effectively to complete routine tasks using some basic troubleshooting strategies as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR204 Use business technology	BSBWOR204A Use business technology	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR204 Use business technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- select and use technology safely and according to organisational requirements
- access, retrieve and store required data
- demonstrate basic maintenance on a range of equipment using manuals or help-files
- identify and address faults according to requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisation's work health and safety requirements
- outline the organisation's requirements for file naming and storage
- explain why regular back-ups of data are done
- list 'routine maintenance' tasks
- summarise the procedure for addressing equipment faults.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- electronic files and data
- workplace documentation and equipment manuals
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

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

Unit Sector

Industry Capability – Workplace Effectiveness

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. Organise and complete own work schedule	1.1 Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements 1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans 1.4 Use business technology efficiently and effectively to manage

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ELEMENT	PERFORMANCE CRITERIA
	and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs 2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of and products and services according to organisational requirements 2.4 Identify signs of stress and effects on personal wellbeing 2.5 Identify sources of stress and access appropriate supports and resolution strategies
3. Co-ordinate personal skill development and learning	3.1 Identify personal learning and professional development needs and skill gaps using self assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3 Access, complete and record professional development opportunities to facilitate continuous learning and career development 3.4 Incorporate formal and informal feedback into review of further learning needs

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1-3.4	• Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences
Reading	1.1, 1.2, 2.1	• Interprets textual information to determine organisation's procedures, own work performance and objectives

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Writing	1.3, 1.4, 2.3, 3.1, 3.2, 3.3	• Prepares written reports and workplace documents that communicate information clearly and effectively
Oral Communication	2.2, 2.3, 3.1, 3.2	• Clearly gives and receives feedback using specific and relevant language • Uses listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.3	• Understands responsibilities and scope of role and complies with organisational policies, procedures and protocols
Interact with others	1.1, 2.2, 2.3, 3.1, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Fosters and nurtures a culture of constructive and respectful feedback • Proactively collaborates with others to achieve specific goals
Get the work done	1.2, 1.3, 1.4, 2.4, 2.5, 3.2	• Plans and organises work commitments to ensure deadlines and objectives are met • Uses formal analytical thinking techniques to recognise and respond to routine problems • Uses digital systems and tools to enter, store and monitor information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR301 Organise personal work priorities and development	BSBWOR301B Organise personal work priorities and development	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare a work plan according to organisational requirements and work objectives
- use business technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work load and deal with contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients
- identify personal development needs and access, complete and record skill development and learning.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of legislation that relate to own work role
- describe goals, objectives or key performance indicators of own work role
- explain ways to elicit, analyse and interpret feedback when communicating with other people in the workplace
- explain the principles and techniques of goal setting, measuring performance, time management and personal assessment of learning and development needs
- explain signs and sources of stress and strategies to deal with stress in the workplace
- identify methods to identify and prioritise personal learning needs.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- office equipment and resources
- work schedules and performance improvement plans
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR404 Develop work priorities

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and obtain feedback on own work performance and access learning opportunities for professional development.

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.

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

Unit Sector

Industry Capability – Workplace Effectiveness

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. Plan and complete own work schedule	1.1 Prepare workgroup plans which reflect consideration of resources, client needs and workgroup targets 1.2 Analyse and incorporate work objectives and priorities into personal schedules and responsibilities

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify factors affecting the achievement of work objectives and establish contingencies and incorporate them into work plans 1.4 Efficiently and effectively use business technology to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1 Identify and analyse personal performance through self-assessment and feedback from others on the achievement of work objectives 2.2 Seek and evaluate feedback on performance from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements
3. Co-ordinate professional development	3.1 Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities 3.2 Research and identify sources and plan for opportunities for improvement in consultation with colleagues 3.3 Use feedback to identify and develop ways to improve competence within available opportunities 3.4 Identify, access and complete professional development activities to assist career development 3.5 Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4	• Develops strategies to reflect on own performance, obtain feedback, and plan and source professional development opportunities
Reading	1.2, 2.1, 2.3, 3.1, 3.5	• Recognises and interprets textual information from relevant sources to understand organisation's policies and practices

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Writing	1.1, 1.3, 2.2, 2.3, 3.2, 3.5	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	2.2, 2.3, 3.2	• Provides or seeks information using language suitable to audience and context • Employs listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.2, 1.3	• Interprets numerical information related to budgets and timeframes
Navigate the world of work	1.2, 2.1, 2.3, 3.1, 3.5	• Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures
Interact with others	2.2, 2.3, 3.2	• Selects and uses appropriate practices when communicating with internal and external stakeholders to seek or share information • Establishes and builds rapport and relationships with others to foster a culture of trust and honesty in communications
Get the work done	1.1-1.4, 2.3, 3.1, 3.2, 3.4, 3.5	• Plans, organises and implements tasks to meet organisational requirements • Systematically gathers and analyses information and evaluates options in order to anticipate potential problems and develop contingency plans • Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR404 Develop work priorities	BSBWOR404B Develop work priorities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR404 Develop work priorities

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and communicate own work plan
- schedule work objectives and tasks to support the achievement of the workgroup goals
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from clients and colleagues
- plan and access learning opportunities to extend personal work competencies.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how business technology applications can be used to schedule tasks and plan work
- explain techniques to prepare personal plans and establish priorities
- identify methods to identify and prioritise personal learning needs
- outline a range of professional development options
- explain methods to elicit, analyse and interpret feedback
- provide a detailed explanation of methods that can be used to evaluate own performance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documentation including policies and procedures, and benchmarks for work group productivity and performance
- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Industry Capability – Workplace Effectiveness

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. Establish team performance plan	1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives 1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team 1.3 Support team members in meeting expected performance

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ELEMENT	PERFORMANCE CRITERIA
	outcomes
2. Develop and facilitate team cohesion	2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team 2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2 Support the team in identifying and resolving work performance problems 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders
4. Liaise with stakeholders	4.1 Establish and maintain open communication processes with all stakeholders 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 4.4	• Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action
Writing	1.2, 2.1, 2.2, 2.4, 4.2, 4.3, 4.4	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 2.3, 3.1, 4.1, 4.2, 4.3	• Engages in discussions or provides information using appropriate vocabulary and non-verbal features • Uses listening and questioning techniques to confirm understanding and to engage the audience
Navigate the world of work	1.1, 2.1, 2.2, 3.3	• Understands how own role contributes to broader organisational goals • Modifies or develops policies and procedures to achieve organisational goals
Interact with others	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that they can understand and use • Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Get the work done	1.2, 2.1, 2.2, 2.4, 3.2, 4.1, 4.3, 4.4	• Develops, implements and monitors plans and processes to ensure team effectiveness • Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes • Plans for unexpected outcomes and implements creative responses to overcome challenges

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR502 Lead and manage team effectiveness	BSBWOR502B Ensure team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		Title change	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use leadership techniques and strategies to facilitate team cohesion and work outcomes including:
  - encouraging and fostering shared understanding of purpose, roles and responsibilities
  - identifying and resolving problems
  - providing feedback to encourage, value and reward others
  - modelling desired behaviour and practices
- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- establish processes to address issues and resolve performance issues
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- facilitate two-way flow of information between team and management relevant to team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how group dynamics can support or hinder team performance

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- outline strategies that can support team cohesion, participation and performance
- explain strategies for gaining consensus
- explain issue resolution strategies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWRK411 Support employee and industrial relations procedures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to communicate and implement industrial relations policies and procedures to effectively represent organisations/employers.

It applies to individuals who work in support positions, assisting others in dealing with industrial relations conflicts and issues.

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

Unit Sector

Workforce Development – Workplace Relations

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. Communicate and implement organisation's industrial relations policies and procedures	1.1 Source and disseminate relevant legislation, agreements, policies and procedures to relevant persons and groups 1.2 Implement agreements, policies and procedures according to site, enterprise and statutory requirements 1.3 Support strategies to effectively communicate with relevant persons and groups on industrial relations matters 1.4 Promote the organisation's industrial relations procedures to

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ELEMENT	PERFORMANCE CRITERIA
	relevant persons and groups 1.5 Represent the organisation appropriately in discussions with key stakeholders
2. Assist in minimising industrial relations conflict	2.1 Monitor the implementation of industrial relations policies and procedures 2.2 Process documentation and report to management and other relevant parties about potential industrial relations conflicts 2.3 Support managers to contain industrial relations conflicts and deal with grievances and disputes, within limits of own authority 2.4 Work with employees to resolve personal grievances and prevent escalation of industrial relations conflicts 2.5 Work under supervision to source specialist industrial relations expertise
3. Enhance industrial relations	3.1 Trial and implement strategies to monitor the implementation of the organisation's industrial relations policies and procedures 3.2 Implement strategies to facilitate feedback on the industrial climate 3.3 Implement strategies to strengthen relationships with relevant persons and groups 3.4 Provide information and feedback to management on industrial relations 3.5 Provide information and advice to relevant persons and groups

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 3.1	• Comprehends and analyses complex texts from a variety of sources and records to determine relevance to requirements or review implementation of strategies
Writing	1.1, 1.2, 2.1, 2.2, 3.4, 3.5	• Prepares required documents using language and structure appropriate to purpose and audience

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Oral Communication	1.1-1.5, 2.2, 2.4, 2.5, 3.4, 3.5	• Presents information and seeks advice using language and non-verbal features appropriate to audience and context • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Navigate the world of work	1.2, 1.4, 1.5, 2.1, 2.3, 3.1	• Follows policies, procedures and legislative requirements and identifies implications of new legislation or regulation for self and others • Understands responsibilities and limits of own role
Interact with others	1.1, 1.3-1.5, 2.2-2.5, 3.2-3.5	• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts • Collaborates and cooperates with others to achieve required outcomes • Uses effective strategies to moderate conflict and negotiate solutions
Get the work done	1.1, 2.1-2.3, 2.5, 3.1, 3.4, 3.5	• Plans and organises tasks required to achieve required outcomes, seeking advice from others when necessary • Makes a range of critical and non-critical decisions in relatively complex situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWRK411 Support employee and industrial relations procedures	BSBWRK411A Support employee and industrial relations procedures	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWRK411 Support employee and industrial relations procedures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- locate information required to identify relevant legislation, agreements, policies and procedures in relation to industrial matters
- use effective communication techniques to support the resolution of workplace grievances and conflicts
- provide accurate written and oral advice about industrial matters
- use strategies to monitor and gather feedback on the implementation of industrial relations policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant industrial relations policies and procedures
- summarise grievance resolution policy and procedures
- describe relevant legislation, codes of practice and national standards
- describe the relevant state/territory and federal industrial relations systems
- identify sources of expert advice.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – workplace relations field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace policies and procedures

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- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWRK510 Manage employee relations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage employee and industrial relations matters in an organisation. It involves developing and implementing employee and industrial relations policies and plans and managing conflict resolution negotiations.

It applies to those who are authorised to oversee industrial relations and manage conflict and grievances in an organisation. They will have a sound theoretical knowledge base in human resources management and industrial relations as well as current knowledge of industrial relations trends and legislation.

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

Unit Sector

Workforce Development – Workplace Relations

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 employee and industrial relations policies and plans	1.1 Analyse strategic plans and operational plans to determine long term employee relations 1.2 Analyse existing employee relations performance in relation to workforce objectives 1.3 Evaluate options in terms of cost-benefit, risk-analysis and current legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Work with the management team to develop industrial relations policies and plans 1.5 Identify the skills and knowledge needed by management and the workforce to effectively implement these strategies and policies
2. Implement employee relations policies and plans	2.1 Develop an implementation plan and a contingency plan for the employee relations policies and strategies 2.2 Make arrangements for training and development for identified needs to support the employee relations plan 2.3 Undertake associated employee relations activities to reach agreement on changes required by the organisational policies or implementation plan 2.4 Ensure procedures for addressing grievances and conflict are properly documented 2.5 Communicate key issues about procedures for addressing grievances and conflict to stakeholders 2.6 Review employee relations policies and plans to establish whether they are meeting their intended outcomes
3. Manage negotiations to resolve conflict	3.1 Train individuals in conflict-management techniques and procedures 3.2 Identify, and where possible alleviate or eliminate, sources of conflict or grievance according to legal requirements 3.3 Check documentation and other information sources to clarify issues in dispute 3.4 Obtain expert or specialist advice and/or refer to precedents, if required 3.5 Determine desired negotiation outcomes, negotiation strategy and negotiation timeframes 3.6 Advocate the organisation’s position in negotiation to obtain agreement 3.7 Document, and if necessary certify, the agreed outcomes with the relevant jurisdiction 3.8 Implement agreements 3.9 Take remedial action where groups or individuals fail to abide by agreements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 3.3	• Interprets, critically analyses and applies appropriate strategies to construct meaning from complex texts
Writing	1.4, 2.1, 2.4, 2.5, 3.7	• Displays knowledge of required structure and layout, employing broad vocabulary, grammatical structure and conventions appropriate to purpose and audience
Oral communication	1,4, 2.5, 3.1, 3.6	• Conveys information using language and non-verbal features appropriate to the audience • Employs listening and questioning techniques to clarify and confirm understanding
Numeracy	1.2, 1.3	• Extracts and evaluates the mathematical information embedded in a range of tasks and texts
Navigate the world of work	1.3, 1.4, 2.3, 2.6, 3.2, 3.7	• Modifies or develops organisational policies to achieve organisational goals and comply with legislative requirements • Keeps up to date on changes to legislation or regulations relevant to own rights and responsibilities and considers implications of these
Interact with others	1.4, 2.3, 3.1, 3.2, 3.4, 3.6, 3.9	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Actively builds networks that include key people with expert skills and knowledge • Uses a range of strategies to facilitate an acceptable outcome for all parties where conflicts occur
Get the work done	1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 3.2, 3.5, 3.7, 3.8	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Uses analytical techniques to identify issues and generate possible solutions, seeking input from others as required, before making decisions or implementing solutions • Draws on the diverse perspectives of others to gain insights into current practices and opportunities for change

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWRK510 Manage employee relations	BSBWRK510A Manage employee relations	Updated to meet Standards for Training Packages Minor edits to clarify intent of Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWRK510 Manage employee relations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse organisational documentation to determine long-term employee relations objectives and current employee relations performance
- collaborate with others to develop and review industrial relations policies and plans
- develop implementation and contingency plans for industrial relations policies
- identify the skills and knowledge needed to implement the plan and organise training and development for self and staff
- document and communicate strategies and procedures for eliminating and dealing with grievances and disputes
- train others in conflict-resolution techniques
- manage industrial relations conflicts, including advocating the organisation's position during negotiations and documenting, implementing and following up agreements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain relevant industrial relations legislation or regulations
- summarise enterprise and workplace bargaining processes
- summarise key entities in the current Australian industrial relations system, including courts and tribunals, trade unions and employer bodies
- identify sources of expert advice.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – workplace relations field of work and include access to:

- awards and enterprise bargaining agreements
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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CHCADV005 Provide systems advocacy services

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to advocate and ensure that government, community and organisational systems broadly support and uphold human rights.

This unit applies to workers in a health, community services or advocacy settings who undertake a leadership role in influencing social and system changes. Workers at this level will also advocate for change and continuous improvement at the organisational level to improve client outcomes and service quality.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Obtain, analyse and document information	1.1 Research information about particular issues relating to client rights and interests and document accordingly 1.2 Conduct consultations with colleagues, clients, carers and other stakeholders to identify and define issues of concern 1.3 Collate information into appropriate format for communicating with, and distributing to, relevant

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
	agencies and stakeholders
2. Work with stakeholders to develop strategies to address identified needs	2.1 Develop and maintain close working relationships and networks with relevant stakeholders
	2.2 Organise formal meetings, working groups and other activities to develop policy statements, action plans, strategies, projects and programs to address identified needs
	2.3 Document appropriate, relevant and agreed plans to address needs identified with stakeholder organisations
3. Advocate for and facilitate the implementation of strategies developed to address the rights and interests of clients	3.1 Prepare submissions for resources to implement identified strategies, projects and action plans
	3.2 Where appropriate, contribute to relevant government policy development
	3.3 Work with consumers and other stakeholders to implement relevant projects and action plans
	3.4 Pursue opportunities and provide comments on policy documents, legislation, project plans and other relevant documents relating to client rights and interests
4. Contribute to service improvements	4.1 Gather feedback from key stakeholders on access, effectiveness of services, satisfaction, service gaps and areas for improvement
	4.2 Consult with stakeholders to identify culturally appropriate systems and services, and compare to current practices
	4.3 Respond appropriately to breaches of rights in service delivery in line with organisation and legal complaints processes
	4.4 Provide information about identified needs, possible improvements and recommendations for change to organisation and other relevant parties
	4.5 Provide progress and other reports and feedback

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
	to key people according to organisation requirements
5. Advocate to improve coordination between services	5.1 Develop working relationships with other services and community groups to promote and advocate improved linkages and service coordination
	5.2 Identify and develop appropriate strategic alliances and partnerships
	5.3 Proactively participate in decision making forums, committees, working groups and other strategic opportunities to advocate for improved service provision
	5.4 Collaboratively develop strategies that incorporate priorities of each organisation and address any barriers or areas of conflict
	5.5 Collaboratively work to develop, implement and evaluate a framework for change
6. Evaluate outcomes	6.1 Review advocacy outcome in line with organisation and stakeholder objectives
	6.2 Identify lessons learned and areas requiring change
	6.3 Identify opportunities for continued improvement and additional strategies

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.

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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

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Assessment Requirements for CHCADV005 Provide systems advocacy services

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- provided systems advocacy for 1 specific client or client group or community to achieve a specific outcome including:
  - consulted with members of the client group and/or community to identify issues and concerns
  - facilitated 1 formal meeting with the client or client group or community to develop strategies for action
  - pursued opportunities to advocate, mediate and negotiate through community organisations and government agencies
  - represented client issues within broader social, political and community structures
  - identified 1 opportunity for improved service delivery within the organisation and provided recommendation(s) for change

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- *Universal declaration of human rights*
- relationship between human needs and human rights
- human rights frameworks, approaches, instruments
- legal and ethical considerations for advocacy work and how these are applied in organisations, including:

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  - duty of care
  - human rights
  - mandatory reporting
  - discrimination
  - confidentiality, privacy, disclosure
  - informed consent
  - organisation and legal complaints processes
  - power of attorney
  - guardianship including the legal status of parents and guardians of people under the age of 18
  - rights and responsibilities of clients, workers and organisations
- structural, political and other social factors which operate to maintain discrimination against clients, consumers and service users
- specific range of issues affecting the client group
- context and relationship of client issues to community, society and government policy
- key stakeholders and how to access them
- functions of advocacy:
  - raising awareness
  - acting
  - writing
- political lobbying processes, including electronic campaigning and use of media (traditional, social and digital) for advocacy purposes
- relevant agencies and services which may assist in promoting and advocating
- balance between the rights of the general community and the rights of people with specific issues
- power and power structures
- community consultation, participation and decision-making processes
- processes and structures relevant to organisation goals and objectives or work role
- industry culture
- models of negotiation
- models of management and leadership
- advocacy issues relating to:
  - alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - people under 18 years of age
  - ageing
  - disability
  - chronic illness

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- community education
- Aboriginal and Torres Strait Islander people
- mental health
- lesbian, gay, bi-sexual, transgender, intersex (LGBTI)
- migrants and refugees

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCAGE001 Facilitate the empowerment of older people

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to respond to the goals and aspirations of older people and provide support services in a manner that focuses on improving health outcomes and quality of life, using a person-centred approach.

This unit applies to support workers in residential or community contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop relationships with older people	1.1 Conduct interpersonal exchanges in a manner that promotes empowerment and develops and maintains trust and goodwill 1.2 Recognise and respect older people's social, cultural and spiritual differences 1.3 Maintain confidentiality and privacy of the person within organisation policy and protocols 1.4 Work with the person to identify physical and social

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	enablers and disablers impacting on health outcomes and quality of life
	1.5 Encourage the person to adopt a shared responsibility for own support as a means of achieving better health outcomes and quality of life
2. Provide services to older people	2.1 Identify and discuss services which empower the older person
	2.2 Support the older person to express their own identity and preferences without imposing own values and attitudes
	2.3 Adjust services to meet the specific needs of the older person and provide services according to the older person's preferences
	2.4 Provide services according to organisation policies, procedures and duty of care requirements
3. Support the rights of older people	3.1 Assist the older person to understand their rights and the complaints mechanisms of the organisation
	3.2 Deliver services ensuring the rights of the older person are upheld
	3.3 Identify breaches of human rights and respond appropriately
	3.4 Recognise signs consistent with financial, physical or emotional abuse or neglect of the older person and report to an appropriate person
	3.5 Assist the person to access other support services and the complaints mechanisms as required
4. Promote health and re-ablement of older people	4.1 Encourage the older person to engage as actively as possible in all living activities and provide them with information and support to do so
	4.2 Assist the older person to recognise the impact that changes associated with ageing may have on their

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	activities of living
	4.3 Identify strategies and opportunities that maximise engagement and promote healthy lifestyle practices
	4.4 Identify and utilise aids and modifications that promote individual strengths and capacities to assist with independent living in the older person's environment
	4.5 Discuss situations of risk or potential risk associated with ageing

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCAGE001 Facilitate the empowerment of older people

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 the goals and aspirations of at least 2 older people, 1 in a simulated environment and 1 in the workplace:
  - employing flexible, adaptable and person-centred approaches to empower the individual
  - recognising and responding appropriately to situations of risk or potential risk
- used oral communication skills to maintain positive and respectful relationships

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:

- structure and profile of the aged care sector:
  - residential aged care sector
  - home and community support sector
  - current best practice service delivery models
  - relevant agencies and referral networks for support services
- key issues facing older people, including:
  - stereotypical attitudes and myths

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    - the impact of social devaluation on an individual's quality of life
- implications for work in the sector, including:
    - concepts of positive, active and healthy ageing
    - rights-based approaches
    - person-centred practice
    - consumer directed care
    - palliative approach
    - empowerment and disempowerment
    - re-ablement and effective re-ablement strategies
- the ageing process and related physiological and psychological changes, including sexuality and gender issues
- strategies that the older person may adopt to promote healthy lifestyle practices
- legal and ethical considerations for working with older people, including:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
    - work health and safety
- indicators of abuse and/or neglect, including:
    - physical
    - sexual
    - psychological
    - financial
- reporting requirements for suspected abuse situations
- the impact of own attitudes on working with older people

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - relevant organisation policies and procedures
    - relevant aids to assist with independent living

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCAGE005 Provide support to people living with dementia

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Correction of mapping merged CHCAC416A and CHCAC319A. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAC406A and CHCAC319A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide person-centred care and support to people living with dementia. It involves following and contributing to an established individual plan.

This unit applies to workers in a residential or community context, including family homes. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to provide support to	1.1 Apply person-centred care approaches to all

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
those affected by dementia	interactions with the person living with dementia 1.2 Interpret individualised plan and familiarise self with the specific needs and wants of the person living with dementia 1.3 Identify and address person's needs for a stable and familiar environment 1.4 Recognise signs consistent with financial, physical or emotional abuse or neglect of the person and report to an appropriate person
2. Use appropriate communication strategies	2.1 Use verbal and non verbal communication strategies to maximise engagement of the person with dementia 2.2 Gain cooperation and provide reassurance as appropriate by using reality orientation 2.3 Use a range of validation strategies to relieve distress and agitation in the person
3. Provide activities for maintenance of dignity, skills and health	3.1 Organise activities which aim to maintain independence, using familiar routines and existing skills 3.2 Organise activities that are appropriate to the individual, reflecting their cultural likes and dislikes, in order to bring back pleasurable memories 3.3 Ensure the safety and comfort of the person balanced with autonomy and risk taking 3.4 Access information about the person's reminiscences and routines with family and carers 3.5 Provide support and guidance to family, carers and/or significant others where appropriate
4. Implement strategies which minimise the impact of behaviours of concern	4.1 Identify behaviours of concern and potential triggers 4.2 Contribute to team discussions on support planning and review 4.3 Take action to minimise the likelihood of and reduce

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	the impact of behaviours on the person and others
	4.4 Evaluate implemented strategies with support planning team to ensure effectiveness in minimising behaviours
5. Complete documentation	5.1 Comply with the organisation's reporting requirements, including reporting observations to supervisor
	5.2 Complete, maintain and store documentation according to organisation policy and protocols
6. Implement self care strategies	6.1 Monitor own stress level in relation to working with people with dementia
	6.2 Use appropriate self care strategies and seek support if required

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCAGE005 Provide support to people living with dementia

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Correction of mapping merged CHCAC416A and CHCAC319A. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAC406A and CHCAC319A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 2 different people living with dementia:
  - using a person-centred approach to support
  - using appropriate communication strategies
  - assisting in implementing a range of suitable activities that meet the person's needs

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:

- up to date research on dementia and the different manifestations of dementia, including:
  - Alzheimer's disease
  - vascular dementia or multi-infarct dementia
  - Lewy bodies

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  - excessive alcohol intake or Korsakov Syndrome
  - fronto temporal lobar degeneration (FLTD) including Pick's disease
  - Huntington's disease
  - Parkinson's disease
  - younger onset dementia
- dementia as a progressive neurological condition, including pathological features:
  - amyloid plaques
  - neurofibrillary tangles
  - loss of connection between cells and cell death
- common indicators and symptoms of dementia
- behaviours of concern, needs driven behaviour model and de-escalation procedures
- progression of dementia and potential impact on the person with dementia, their family and significant others, including:
  - depression
  - loss and grieving
  - anger
  - despair
  - social embarrassment a family member might feel
  - isolation
  - financial burden on the family
  - social devaluation
- principles of person-centred approach to support
- relevant activities which enhance self-esteem and pleasure in the person's life, minimise boredom, and distract from or eliminate behavioural and psychological symptoms of dementia
- competency and image enhancement as a means of addressing devaluation
- verbal and non-verbal communication strategies including:
  - reality orientation
  - reminders of the day, the time, relationships, occasions
  - reassuring words, phrases and body language
  - validation
  - empathy
  - acceptance of the person's reality
  - acknowledgement
  - allowing expressions of distress
  - providing verbal and physical reassurance
  - frequent reminiscence to connect with person

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Assessment Conditions

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the older person.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions, including scenarios that reflect a range of dementia support services involving a range of dementia symptoms and behaviours of concern

Overall, assessment must involve some real interactions with people with dementia, colleagues and families/carers.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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CHCAOD001 Work in an alcohol and other drugs context

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAOD201D/CHCAOD402B. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to establish and work within the current context, philosophy and values of the alcohol and other drugs (AOD) sector.

This unit applies to workers who come into contact with clients affected by alcohol and other drugs.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Establish the context for AOD work	1.1 Research, analyse and maintain up-to-date knowledge and awareness of the social, political, economic and legal contexts of AOD 1.2 Research and analyse impacts of AOD policy frameworks on AOD work practice 1.3 Apply understanding of the historical and social constructs of alcohol and drugs and the changes in alcohol and drug use

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Apply understanding of context to AOD practice	2.1 Apply knowledge of broad and specific AOD contexts to AOD work practice 2.2 Identify and use legal frameworks that impact on AOD work 2.3 Identify, review and apply information about evidence based models and frameworks of AOD work
3. Integrate the core values and principles of AOD work into practice	3.1 Assess AOD practice values and ensure support and interventions are person-centred 3.2 Apply a harm minimisation approach to maximise support for the AOD client 3.3 Support the client's rights and safety, including access and equity of services
4. Apply understanding of the impact of values in AOD practice	4.1 Reflect on personal values and attitudes regarding AOD use and acknowledge their potential impact when working in AOD contexts 4.2 Apply awareness of organisations' values 4.3 Consider client values in determining interventions and supports

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.

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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

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Assessment Requirements for CHCAOD001 Work in an alcohol and other drugs context

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAOD201D/CHCAOD402B. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 critical thinking skills to evaluate information about current values and philosophy of the AOD sector
- worked with at least 2 people who have alcohol and/or drugs issues in ways that are consistent with the current values and philosophy of the AOD sector

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:

- impact of current and changing social, political, economic and legal contexts of AOD
- historical, current and emerging models of alcohol and drugs practice and their evidence base including:
  - moral model
  - disease model
  - psycho-dynamic model
  - social learning model
  - social-cultural model
  - public health model, including systems approach
  - stages of change model

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- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how they are applied in organisations and individual practice:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practice standards
  - privacy, confidentiality and disclosure, including limitations
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific AOD legislation
  - work role boundaries – responsibilities and limitations, and their importance
  - work health and safety
- specific contexts for AOD work and their characteristics, including:
  - centre-based work
  - day program
  - withdrawal services
  - drop-in centres, recreational facilities
  - housing and residential services
  - inpatient
  - outreach and home visits, street, parks
  - online AOD work, web-based, emails, discussion rooms
  - telephone contact
- values and philosophies of the AOD sector, including:
  - harm minimisation
  - recovery
  - person-centred approach
  - empowerment
  - health promotion (as per the Ottawa Charter)
- social constructs of the AOD sector and the impact of own attitudes on working with people affected by AOD
- historic, current and emerging patterns of drug and alcohol use
- services, prevention and intervention strategies available to AOD clients

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- risks and mitigation strategies when working with people affected by alcohol and/or other drugs
- drug fundamentals:
  - classes of drugs:
    - primary properties
    - harms
  - types of drugs and how they are administered, including:
    - alcohol
    - cannabis
    - tobacco
    - illicit
    - prescription
    - current and emerging trends in drug types and their use
  - signs and symptoms of use, including:
    - stages and symptoms of withdrawal
    - effects of drug use on health, cognitive, social, emotional development and impact on others
  - patterns and prevalence of drug use, including:
    - experimental
    - recreational/social
    - situational
    - dependence
  - poly drug use, common drug interactions and effects of prescribed drugs on the use of other drugs

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCAOD002 Work with clients who are intoxicated

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to respond to the immediate and ongoing needs of people intoxicated by alcohol and/or other drugs, with a focus on harm minimisation.

This unit applies to people working in alcohol and other drugs (AOD) services and other community service delivery contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Provide services to intoxicated clients	1.1 Assess level of intoxication and nature and extent of alcohol and/or drug use 1.2 Report behaviour or physical status inconsistent with alcohol and/or drug use to the appropriate person and/or seek assistance 1.3 Identify the need for first aid and seek assistance from

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	a health professional as required 1.4 Provide client with a safe and secure environment in which to sober up/come down 1.5 Monitor client's physical state regularly to ensure health and safety 1.6 Accurately document services provided to client
2. Reduce harm or injury to self, client and others	2.1 Maintain calm and confident manner in contact with client 2.2 Conduct interactions with clients in a fair, just, humane and positive manner 2.3 Use strategies identified in organisation response plan 2.4 Maintain safety of client, self and others using established procedures 2.5 Provide services to client in a manner consistent with organisation infection control guidelines 2.6 Follow established procedures to seek emergency assistance
3. Assist client with longer term needs	3.1 Assist client with activities of daily living 3.2 Provide information on AOD issues and availability of support services 3.3 Contact families and/or support networks at client request and in accordance with organisation policies 3.4 Assess client in accordance with organisation policy and procedure to determine if they represent a risk to themselves or others by leaving the facility

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCAOD002 Work with clients who are intoxicated

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- provided services to at least 2 intoxicated clients
- used the following communication and interpersonal skills in dealing with intoxicated clients:
  - management of difficult and aggressive behaviour
  - non-judgmental communication
  - conflict resolution
  - negotiation
  - self-protection

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:

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how they are applied in organisations and individual practice:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - discrimination

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    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
    - infection control
- contexts in which interactions with intoxicated persons may take place:
    - night patrols
    - detoxification/withdrawal units
    - sobering up shelters
    - emergency departments and other health environments
    - other community service delivery environments
- signs and symptoms of alcohol and/or drug use
- signs and symptoms that indicate need for assistance from a health professional
- ways to assess intoxication and/or drug use level/s
- concurrent medical illnesses which may mimic/mask withdrawal
- strategies for dealing with aggressive and potentially violent clients, including protective/risk management strategies
- types of daily living assistance that may be provided:
    - personal hygiene
    - food and drink
    - transportation/assistance with travel
- current information on alcohol and other drugs issues
- available support services and resources
    - emergency and crisis contacts
    - sobering up services
    - withdrawal services
    - mental health services

Assessment Conditions

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

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- use of suitable facilities, equipment and resources, including organisation policies and procedures
- modelling of industry operating conditions, including:
  - involvement of people with whom the candidate can interact
  - scenarios that cater to a range of settings, including crisis situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCAOD003 Provide needle and syringe services

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills knowledge required to determine client needs, provide clean needle and syringe services and offer education on safer drug use to clients.

This unit applies to people working with drug injecting clients in needle and syringe services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Determine client needs	1.1 Follow organisation procedures to identify scope of client needs 1.2 Maintain client confidentiality in line with organisation and legislative guidelines 1.3 Assess and respond to any risks to the safety of client, self and others 1.4 Identify and respond to the need for emergency assistance as required

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Provide clean needles and syringes	2.1 Follow organisation infection control procedures 2.2 Organise and provide equipment based on client needs and organisation procedures 2.3 Monitor client according organisation procedures 2.4 Accurately document details of clean needle and syringe services provided
3. Provide education on safer drug use	3.1 Provide information on safe needle and syringe handling and drug use to users of the service 3.2 Provide clients with relevant and current information on alcohol and other drugs (AOD) and related issues and discuss the issues with them 3.3 Discuss risks and relevant harm minimisation strategies for alcohol and/or other drug use with clients 3.4 Assist clients to contact and use other support services 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.

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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

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Assessment Requirements for CHCAOD003 Provide needle and syringe services

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- provided clean needle and syringe services and education on safer drug use to at least 2 clients, including information on:
  - safer injecting
  - vein care
  - viral hepatitis
  - other blood borne virus transmission risks
  - testing
  - treatment and support information services

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:

- legal and ethical considerations (international, national, state/territory, local) in AOD work and how they are applied in organisations and individual practice:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - discrimination

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    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
- World Health Organisation's *Standard precautions* for health care, including:
    - personal and hand hygiene
    - use and scope of personal protective equipment guidelines
    - surface cleaning
    - sharps handling and disposal techniques
    - cleaning and sterilisation procedures for equipment
- public health benefits of needle and syringe programs
- features and safe use of injecting equipment
- needle stick injury procedures
- self-care procedures
- risks associated with injected drugs:
    - blood-borne viruses (BBV's)
    - sexually transmitted infections (STI's)
    - hepatitis C including transmission risks, testing, treatment and support information and services
    - strategies for self-protection including universal precautions
- current information on AOD issues, including:
    - drugs prevalence in the local community
    - information on meeting physical, emotional, financial and social needs
    - mental health, suicide and self-harm
    - harm minimisation strategies
- available support services and resources:
    - crisis and emergency contacts
    - available agencies and their scope of service, including:
        - self help groups
        - advocacy groups
    - resources on:

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- dependency
- AOD issues for families or personal network

Assessment Conditions

Skills must have been 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:
  - needles
  - syringes
  - disposable containers
  - water
  - single use tray
  - plastic gloves
  - body fluids clean up kit
  - safe disposal facilities
  - organisation policies and procedures
- modelling of industry operating conditions, including
  - involvement of people with whom the candidate can interact
  - scenarios that cater to a range of settings, including crisis situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCAOD004 Assess needs of clients with alcohol and other drugs issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to prepare for and conduct assessments of alcohol and other drugs (AOD) clients to determine eligibility, service requirements and referral needs. This includes knowledge of factors affecting assessment for a range of different client groups including different genders, youth, older people, mandated and voluntary clients, Aboriginal and/or Torres Strait Islander people and those from culturally and linguistically diverse backgrounds.

This unit applies to people involved in the assessment of clients with AOD issues using established organisation or jurisdictional AOD assessment tools.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare for assessment	1.1 Review existing information about the client and consult with relevant health or community services professionals based on client needs 1.2 Discuss with the client reasons for seeking help and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	other information that may assist in establishing a basis for further work
	1.3 Explain organisation parameters of confidentiality and policy/procedures to client
	1.4 Inform the client of the assessment purpose and process
	1.5 Confirm client's understanding of the purpose and process of assessment
2. Conduct assessment	2.1 Identify history and pattern of client's drug use through client discussion and questioning
	2.2 Identify and clarify co-existing issues in consultation with the client
	2.3 Identify the clients key familial and social relationships and how they are impacted by their AOD use
	2.4 Assess current status, patterns of use and levels of dependence using standardised or approved AOD screening and assessment tools
	2.5 Collaborate with other health processionals as indicated by assessment
	2.6 Identify indicators of other issues that may affect work with the client through observation and questioning
3. Record assessment and provide feedback	3.1 Accurately record assessment results according to defined guidelines
	3.2 Apply organisation criteria to determine entry to, or exclusion from, services
	3.3 Prepare clear and comprehensive client assessment report
	3.4 Provide feedback to the client based on assessment report
4. Identify and respond to need	4.1 Identify client issues that are outside the scope of the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
for referral	service and/or the scope of the worker
	4.2 Identify appropriate service and other support options for the client and their family members
	4.3 Inform the client of possible options and reasons for seeking other service and support options
	4.4 Confirm the client's understanding of options
	4.5 Work with the client to determine referral options and responsibilities
	4.6 Make referral with client consent
	4.7 Provide assessment information to others, including relevant health and/or community services professionals according to consent requirements

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

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

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Assessment Requirements for CHCAOD004 Assess needs of clients with alcohol and other drugs issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- assessed at least 2 clients in different settings, presenting with alcohol and/or other drug issues
  - determining current status of the client in relation to:
    - readiness for change
    - levels of risk of:
      - deliberate self-harm and/or harm to others
      - behaviours which expose clients to blood borne disease
      - other drug use in family
    - physical, emotional, financial, legal and psychological state and immediate needs in these areas
- used communication skills, including:
  - interpreting verbal and non-verbal communication
  - establishing rapport with client
  - managing conflict
  - active listening
  - negotiating

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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:

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practice standards
  - privacy, confidentiality and disclosure, including limitations
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific AOD legislation
  - work role boundaries – responsibilities and limitations
  - work health and safety
- requirements related to client registration, allocation and referral
- context for the provision of services - agency role, agency target group and the impacts on the local community
- risk assessment processes in relation to interventions for people with drug and/or alcohol and co-existing issues
- AOD assessment tools, including:
  - types of tools
  - purpose of tools
  - components of different types of tools, and the information they include
  - availability of standardised tools
  - benefits of standardised tools
  - how to select tools for different situations and client presentations
- client information required for assessment and the scope and depth of information needed around:
  - client objectives and expectations
  - client history and pattern of drug use
  - client current state of health

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    - co-existing issues
- established processes and protocols for determining:
    - level of dependence
    - length of dependence
    - health status
- common co-existing conditions and associated issues relating to assessment of people with drug and/or alcohol issues, including:
    - physical
    - sensory
    - intellectual
    - psychiatric
- factors for consideration when working with different types of clients:
    - youths:
        - stage of development
        - parental involvement
    - older people:
        - use of different assessment tools – what they are and how they are used
        - consideration of existing comorbidities
        - interactions with other medications
        - working collaboratively with aged care service providers and those providing home-based supports to older people
        - awareness of issues related to the use of addictive prescription medications
    - different gender communication styles
    - mandated and voluntary clients:
        - willingness to participate
        - readiness for, and commitment to change
    - Aboriginal and/or Torres Strait Islander people, including impacts of trauma
    - culturally and linguistically diverse people
    - issues related to voluntary versus forced migration
- considerations when working with clients at risk of self-harm, suicide or with mental health issues, including:
    - suicidal or self-harming behaviour, ideation or intention
    - risk assessment procedures
    - safety planning and other management strategies
    - links between predisposing factors for suicide, self-harm and other mental health issues
    - legal and ethical obligations
    - when and how to negotiate a no suicide contract with client
- professional responsibilities when presenting cases fall outside of practitioner's current scope:
    - when referral is appropriate or required

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- information and advice sources
- how to apply pharmacological factors to the assessment process:
  - types of drugs and how they are administered:
    - alcohol
    - cannabis
    - tobacco
    - illicit
    - prescription
    - other prevalent drugs
    - current and emerging trends in drug types and their use
  - classes of drugs:
    - patterns and prevalence
    - primary properties
    - harms
    - preventative/intervention strategies
  - effects of drug use, including:
    - signs and symptoms of use
    - tolerance and dose levels
    - stages and symptoms of withdrawal
    - health issues relating to use:
      - malnutrition
      - blood borne diseases
      - skin infestations
      - effects of drug use on health, cognitive, social, emotional development and impact on others
  - patterns of drug use, including:
    - experimental
    - recreational/social
    - situational
    - dependence
  - consequences and effects of drug substitution/replacement
  - poly drug use, common drug interactions and effects of prescribed drugs on the use of other drugs

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - standardised AOD screening and assessment tools

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  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - involvement of people with whom the candidate can interact
  - scenarios that cater to a range of settings, including crisis situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCAOD005 Provide alcohol and other drugs withdrawal services

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide support and assistance to people going through the process of withdrawing from alcohol, tobacco or other drugs, including combinations of these.

This unit applies to those working with clients going through alcohol and other drugs (AOD) withdrawal in residential or non-residential settings following established withdrawal guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Check client needs	1.1 Review client information and conduct initial withdrawal assessment with the client using an appropriate withdrawal tool according to organisation protocols 1.2 Collaborate with other services as indicated by client

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	needs
	1.3 Report behaviour or physical status inconsistent with alcohol and/or drug use to the appropriate person and/or seek assistance
	1.4 Identify and respond to the need for medical or emergency assistance as appropriate within scope of own role
	1.5 Evaluate client against organisation mission criteria and determine if they have been referred appropriately
	1.6 Where referral is not appropriate, support client to access other available services
2. Support management of withdrawal	2.1 Determine most appropriate withdrawal modality based on client needs
	2.2 Provide an appropriate environment within which alcohol and/or drug/s withdrawal is to take place
	2.3 Monitor client's physical and psychological state regularly to ensure health and safety according to organisation guidelines
	2.4 Provide client with support services within scope of own role
	2.5 Identify signs of any concurrent illness and refer appropriately
	2.6 Document services provided to client and consult with appropriate persons
3. Evaluate client withdrawal	3.1 Evaluate and discuss outcomes with client and appropriate persons in the organisation
	3.2 Discuss relapse and preventative planning measures with client
	3.3 Assist client to link with relevant post withdrawal services
	3.4 Document outcome of client drug withdrawal

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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

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

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Assessment Requirements for CHCAOD005 Provide alcohol and other drugs withdrawal services

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- provided withdrawal services according to organisation protocols to 2 clients presenting with different needs

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:

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - discrimination/eligibility
  - dignity of risk
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practice standards

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  - privacy, confidentiality and disclosure, including limitations
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific AOD legislation
  - work role boundaries – responsibilities and limitations
  - work health and safety
- organisation protocols for the assessment, monitoring and evaluation of:
  - home-based withdrawal
  - residential withdrawal and any restrictions on clients
  - outpatient withdrawal
- stages of AOD withdrawal and specific signs and symptoms
- responses to the stages of withdrawal
- concurrent medical illnesses which may mimic/mask withdrawal
- support agencies in the AOD sector and the services they provide, including post withdrawal services
- current information on alcohol and other drugs issues relevant to withdrawal, including relapse prevention and planning

Assessment Conditions

Skills must have been 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:
  - client information
  - withdrawal assessment tools
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - involvement of people with whom the candidate can interact
  - scenarios that cater to a range of settings, including crisis situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to design, implement and monitor ongoing therapeutic interventions drawing on evidence informed models and techniques. It involves holistic consideration of all client needs, and collaboration with other services.

This unit applies to individuals who work with significant autonomy in the provision of interventions and support to clients with alcohol and other drugs (AOD) issues. While work is carried out in the context of an existing treatment plan, the worker may also design and adapt specific strategies.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Design intervention and support strategies	1.1 Evaluate information from client assessment and treatment plan 1.2 Determine the immediate and proximate needs and goals of the client

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.3 Review the scope of client needs and client interactions with other support services
	1.4 Identify therapeutic models and techniques with potential to meet desired outcomes
	1.5 Analyse and select specific options and strategies that best meet client needs
	1.6 Integrate techniques and strategies to maximise potential outcomes for client
2. Implement intervention and support strategies	2.1 Establish professional relationship within appropriate worker/client boundaries
	2.2 Use counselling and other intervention techniques and strategies as planned
	2.3 Recognise and respond to difficult or challenging situations
	2.4 Adapt and refine approaches based on client interactions and own observations
	2.5 Maintain engagement with reticent or reluctant clients
	2.6 Include exploration of issues beyond the immediate scope of the intervention that may impact on progress
	2.7 Document client interventions according to organisation policy
3. Make holistic evaluation of client progress	3.1 Monitor and review client progress against planned goals
	3.2 Adjust intervention and support strategies based on outcomes of review
	3.3 Evaluate personal and agency ability to deliver services that address all client needs
	3.4 Determine client’s physical, social, emotional and other needs that cannot be met in agency service
4. Collaborate with others	4.1 Identify other options and services able to assist client

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	needs
	4.2 Consult with other services about potential to provide services to clients and for shared care work
	4.3 Make referrals to other services according to organisation protocols
	4.4 Work collaboratively with significant others, co-workers and other services to support client needs

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

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

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Assessment Requirements for CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- autonomously planned and provided intervention and support strategies to 2 different clients with AOD issues:
  - used at least 2 of the following approaches/models:
    - cognitive behavioural therapy or mindful integrated cognitive behavioural therapy (MiCBT)
    - rational emotive therapy
    - reality therapy
    - dialectical behaviour therapy
    - acceptance and commitment therapy
    - solution focussed therapy
    - narrative therapy
    - resilience based interventions
    - family counselling
    - group work and group counselling

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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:

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practice standards
  - privacy, confidentiality and disclosure, including limitations
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific AOD legislation
  - work role boundaries – responsibilities and limitations
  - work health and safety
- counselling and other therapeutic models and techniques appropriate to client AOD issues and scope of role, including when and how these may be used:
  - cognitive behavioural therapy
  - mindful integrated cognitive behavioural therapy (MiCBT)
  - rational emotive therapy
  - reality therapy
  - dialectical behaviour therapy
  - acceptance and commitment therapy
  - solution focussed therapy
  - narrative therapy
  - resilience based interventions
  - family counselling
  - group work and group counselling
- ways that different models and techniques may be integrated and when this may be appropriate
- techniques for teaching clients self-management skills and self-report measures
- factors affecting support work with people from specific groups:

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  - men
  - women
  - young people
  - elders
  - Aboriginal and/or Torres Strait Islander
  - culturally and linguistically diverse (CALD)
- techniques for dealing with difficult communication situations, including:
  - managing emotions
  - defusing anger
  - clarifying the issues
  - maintaining composure and professional attitude
  - providing support
  - seeking assistance
- measures for monitoring client outcomes

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client assessments
  - client treatment plans
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - involvement of people with whom the candidate can interact
  - scenarios that cater to a range of settings, including crisis situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS001 Address the needs of people with chronic disease

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTCOM510B/CHCICS408B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to determine and address specific issues faced by people who have a chronic disease, in the context of contributing to a holistic approach to support.

The unit applies to workers providing services to people with chronic disease in diverse community services and health contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine the person's needs	1.1 Identify the person's chronic disease conditions and seek information about its possible impacts on health, well being and ability to achieve maximum performance in everyday situations 1.2 Determine current treatments, and other inputs and supports by seeking information from the person or other health professionals 1.3 Determine the level and type of support and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	assistance required by the person within scope of own role
	1.4 Adjust services and support to meet the specific nature of the chronic disease
	1.5 Actively involve the person in the development of strategies to self manage their chronic disease
2. Support the person in a holistic manner	2.1 Discuss with the person, their family and other carers, the full range of issues that could have an impact on their well being
	2.2 Respond to the range of issues in an integrated way
	2.3 Support the person to understand their chronic disease condition
	2.4 Facilitate the person to self-manage through provision of advice and resources
	2.5 Identify and discuss any unmet needs and requirements and make appropriate referral
3. Contribute to a coordinated service approach	3.1 Maintain awareness of current contribution of other agencies and professionals in supporting the person
	3.2 Identify the level and type of contribution made by family and other carers and the effects it has on the person
	3.3 Identify and meet communication and reporting responsibilities within the support system and own role
	3.4 Respond to variations in the person’s needs in the context of a coordinated service approach

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS001 Address the needs of people with chronic disease

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTCOM510B/CHCICS408B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 and addressed the needs of at least 3 people presenting with different types of chronic disease and lifestyle situations

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:

- broad context for chronic disease:
  - World Health Organisation and other models of chronic disease management
  - continuum of chronic disease
  - life variables that have an impact on health and well being
  - impacts of chronic disease:
    - social
    - emotional
    - physical
    - psychological
    - financial
- strategies to address and manage chronic disease in the relevant work context:
  - prevention

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    - treatment types
    - principles and practice of client focused practice
    - maintenance of positive life roles
    - stages of change, to establish readiness for attitudinal and behavioural change
- ways to communicate appropriately and effectively with a person with a chronic disease
- roles and responsibilities of different people in chronic disease management and their contribution to coordinated service delivery

Assessment Conditions

Skills must have been 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 individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies involving people with chronic disease
    - links to other local service agencies or organisations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS002 Assist with movement

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to support people who require assistance with basic physical movement which may be due to incapacity.

This unit applies to workers in a range of community services or health contexts who provide front line support services within the context of an established individualised plan.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to assist a person with movement	1.1 Confirm requirements and risk factors for assisting a person with movement with relevant personnel, individualised plan or organisation policy and procedures 1.2 Select, prepare and adjust equipment according to the person's requirements and the individualised plan 1.3 Appropriately prepare environment 1.4 Explain the procedure to the person and answer questions as required and according to appropriate

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	communication protocols
	1.5 Seek the person's consent and cooperation
	1.6 Carry out preparation procedures according to safe working practices
2. Assist with movement	2.1 Carry out movement using appropriate safe handling method and equipment using a range of techniques
	2.2 Take appropriate action to ensure the person's comfort and safety throughout positioning or transfer
	2.3 Encourage the person to assist with movement where possible
	2.4 Communicate with the person during movement according to appropriate protocols
3. Complete assistance with movement	3.1 Return equipment to appropriate place as required
	3.2 Clean equipment in accordance with organisation policy and procedures
	3.3 Report equipment faults immediately in accordance with organisation procedures, industry standards and guidelines

Foundation Skills

The Foundation Skills describe 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.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS002 Assist with movement

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 assistance with moving a person in at least 6 of the following situations:
  - assisting a person up off the floor
  - assisting a person to be weighed on chair weighing scales
  - assisting a person to change position in bed
  - assisting a person to use crutches or other walking aids
  - assisting a person or co-worker to use a hoist or mechanical lifter for transfers
  - moving a person to a seated position
  - moving a person by wheelchair or trolley
  - moving a person between wheelchair or trolley and bed
  - moving a person to a standing position
  - transfers from wheelchair to shower chair and toilet
  - assisting a person who is falling

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:

- basic body biomechanics, soft tissue joint structure
- importance of maintaining skin integrity
- organisation policy and procedures in relation to:

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    - infection control as it relates to assisting with movement
    - supervisory and reporting protocols
- legal and ethical considerations and how these are applied in an organisation and individual practice, including:
    - duty of care
    - privacy, confidentiality and disclosure
    - work health and safety, including manual task risk factors
- risk factors and techniques used when environment or residence are not custom fitted with aids
- techniques for assisting with movement, including:
    - actions to be taken when a person is falling
    - active and passive movement
    - assistance with repositioning
    - assisting a person in an emergency
    - assisting a person off the floor
    - assisting a person to be weighed on chair weighing scales
    - assisting a person to change position in bed
    - assisting a person to use crutches or other walking aids
    - assisting a person to walk
    - assisting a person or co-worker to use a hoist or mechanical lifter for transfers
    - moving a person by wheelchair or trolley
    - moving a person between wheelchair or trolley and bed
    - moving a person to a standing or seated position
    - placing a person in a wheelchair
    - transfers from wheelchair to shower chair or toilet
    - utilising mobility aids owned by or associated with the person

Assessment Conditions

Skills must have been 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:
    - individualised plans
    - equipment relevant to the persons mobility requirements
    - workplace health and safety manual
    - infection control manual
    - manual handling and lifting/no-lift policies of the organisation
    - equipment manufacturer's instructions
- modelling of industry operating conditions, including:
    - using real people when using equipment

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- scenarios that reflect standard operating procedures and contingencies relevant to service

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS003 Increase the safety of individuals at risk of suicide

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge to identify and manage immediate suicide risk and work with the individual to achieve safe outcomes. It includes the requirements for developing 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 support.

This unit applies to people in formal helping roles in any community service context. Suicide safety may involve face-to-face, telephone or remote contact with the person involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and assess the person's current suicide risk	1.1 Recognise and respond to signs indicating that a person may be considering suicide 1.2 Explore any indications, direct or indirect, that the person may be considering suicide 1.3 Ask specifically about thoughts of suicide whenever

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	there are grounds for concern
	1.4 Inform and facilitate the intervention by seeking understanding of why the person is considering suicide and what links them to life
2. Collaborate to increase immediate safety	2.1 Build a collaborative empathic helping relationship 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 life connections and safety support
	2.3 Work with the person to develop and implement a safety plan that reduces immediate danger to the person and others
	2.4 Mobilise access to emergency services when needed
	2.5 Comply with all laws, relevant ethical guidelines and policy requirements that affect duty of care and seek any advice from workplace supervisor
3. Facilitate links to further support	3.1 Empower the person at risk to make informed choices about further help
	3.2 Maintain rapport to encourage discussion of on-going concerns
	3.3 Help the person identify coping strategies to manage recurrence of suicidal thoughts
	3.4 Determine whether underlying mental health concerns or personal circumstances are present and facilitate access to appropriate help
	3.5 Explore possible barriers to seeking or accepting help and develop responses
	3.6 Explore what has helped the person survive any previous suicide attempts
	3.7 Develop a plan with the individual that includes agreed first steps to access and use informal supports and professional help

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.8 Refer to appropriate professionals as required
4. Review and report on support provided	4.1 Document suicide safety plan and follow up action according to evidence informed standards of care and relevant organisation requirements
	4.2 Communicate relevant information to work colleagues and other people working with the person
	4.3 Reflect on own role in providing support and use learning to enhance future practice
	4.4 Identify and respond to the need for own supervision and debriefing

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS003 Increase the safety of individuals at risk of suicide

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 at least 3 different situations where there is risk of suicide

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:

- indicators of potential suicide risk, including risk of any type of self-harm
- principles and practices of suicide intervention, including:
  - assessment
  - suicide safety
  - facilitating emergency interventions
  - identifying safe actions to implement safety plans
  - facilitation of on-going support
- referral options and procedures for accessing services
- procedures for facilitating emergency interventions
- personal values, beliefs and attitudes that facilitate or impede suicide intervention:
  - assumptions about who may be at risk
  - common notions about suicide
  - assumptions about what might keep someone safe or unsafe

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- consideration of how the presence of mental health concerns might influence the helper's intervention role and inform referral options
- principles and practices of self-care and supervision
- legal and ethical considerations and how these are applied in an organisation and individual practice, including:
  - duty of care
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations

Assessment Conditions

Skills must have been 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 organisation policies and procedures
- modelling typical workplace conditions, including:
  - typical workplace reporting processes
  - scenarios and simulations of crisis situations appropriate to the industry sector
  - scenarios and simulations that reflect real working conditions by modelling industry operating conditions and contingencies

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS004 Assess co-existing needs

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS416B/CHCCS500B/CHCCS504B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to assess the diverse and multi-faceted needs of people and determine both internal and external services required to meet those needs.

This unit applies in a range of community service contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for assessment	1.1 Identify and prepare assessment tools and processes according to organisation policy and procedures 1.2 Gather existing information about the person

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Seek additional information from specialists and other sources as required to determine the range of issues that may be affecting the person
	1.4 Organise practical aspects of assessment in consultation with the person being assessed
	1.5 Provide information about the assessment process to the person and obtain consent
2. Analyse the person's needs using a collaborative approach	2.1 Work within scope of own role and seek assistance from colleagues and experts as required
	2.2 Empower the person to identify and prioritise their own needs
	2.3 Evaluate needs based on full range of relevant information
	2.4 Identify and analyse complex, multiple and interrelated issues
	2.5 Evaluate issues of urgency and eligibility
	2.6 Assess potential risk factors for service delivery
3. Determine appropriate services	3.1 Consider service delivery and referral options from strengths-based perspective
	3.2 Evaluate internal capability and other service networks to determine best fit for the person
	3.3 Provide the person with service information and support their decision making process
	3.4 Encourage the person to advocate on their own behalf to access services
4. Complete reporting	4.1 Document the outcomes of the assessment process according to organisation procedures
	4.2 Maintain and store the person's information according to confidentiality requirements
	4.3 Provide the person's information to other services

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	according to consent and confidentiality requirements
5. Evaluate assessment and referral processes	5.1 Seek feedback about assessment processes from the person and other networks
	5.2 Monitor processes and their outcomes in terms of success in meeting the person's needs
	5.3 Routinely seek feedback and reflect on own performance
	5.4 Use feedback and own evaluation as a basis for improving processes

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS004 Assess co-existing needs

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS416B/CHCCS500B/CHCCS504B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 appropriately responded to the requirements of at least 3 people presenting with co-existing needs
- used analytical and critical thinking skills in each case:
  - applying a strengths-based approach to assessment
  - analysing information about co-existing issues
  - making evidence-based judgements about the person's needs

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 types of assessment and their use in different contexts
- assessment process:
  - roles and responsibilities of different people

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    - impact of the setting on the process
    - roles and types of assessment tools
    - ways of collecting information
    - validity and reliability requirements
    - reporting requirements and formats
- nature and impact of diverse and multi-faceted needs and issues affecting client groups, and potential interrelationships between them, including:
    - mental health
    - alcohol and other drugs
    - imprisonment
    - child protection
    - family violence
    - homelessness
    - poverty
    - health
    - age
    - disability
    - behaviours of concern
    - employment
    - culture and religion
- common service requirements and basic features of those services including:
    - employment
    - physical and mental health
    - housing
    - community support
    - social inclusion
    - education and training
    - financial support
- networks and specialist services available
- legal and ethical considerations relating to assessment processes, including:
    - privacy, confidentiality and disclosure
    - duty of care
    - informed consent

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - organisation policies and procedures

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  - use of peoples information on which to base assessment
  - individualised plans and any relevant equipment outlined in the plan
  - assessment tools and processes
- modelling typical workplace conditions and contingencies, including:
  - interactions with people with a range of needs
  - typical workplace reporting processes

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS006 Facilitate individual service planning and delivery

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to contribute to the development, implementation and review of individualised support.

This unit applies to workers in a range of community services and service delivery contexts. Work will involve collaborating with the person requiring support and other people involved in the support network. Service needs may be complex or multiple.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish and maintain relationships	1.1 Conduct interpersonal exchanges in a manner that develops and maintains trust and goodwill 1.2 Maintain confidentiality and privacy of the person

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	within organisation policy and protocols
	1.3 Recognise and respect diverse and multi-faceted needs of the individual and collaborate with other service providers as needed
	1.4 Provide clear and current information about service delivery and support the interests, rights and decision-making of the person in all dealings
2. Prepare for planning	2.1 Determine the physical and psychological factors relevant to the person's life stage that will influence service delivery
	2.2 Explain the purpose of the planning process and discuss different service options with the person
	2.3 Work with the person to determine readiness for the development of an individualised plan and select most appropriate service option
	2.4 Determine who needs to be included in the planning process and organise practicalities
	2.5 Collate and prepare information and distribute to relevant stakeholders as required
	2.6 Liaise with the assessor of the person's requirements prior to the planning session as required
3. Plan service delivery	3.1 Respect the person's perspective, foster their strengths and capacities and promote their participation
	3.2 Follow process requirements of service planning tools
	3.3 Identify and confirm key aspects of individualised service delivery by working collaboratively with the person and other stakeholders to establish goals
	3.4 Consider interrelated needs of the person and plan an integrated approach to service delivery
	3.5 Conduct risk assessment specific to the person's circumstances, discuss with person and work collaboratively to minimise risk
	3.6 Manage any conflict or differences with regard for the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	person's perspective
4. Review service delivery implementation	4.1 Consult with relevant people to assess the quality of, and satisfaction with, service
	4.2 Address and report any problems with the quality of, or satisfaction with, service delivery within organisation procedures
	4.3 Work with the person and relevant others to identify and respond to the need for adjustments to individualised plans
	4.4 Support the person's self-determination in making adjustments to plans
	4.5 Identify areas for improvement to overall service delivery implementation of organisation
5. Complete reporting requirements	5.1 Clearly record planning activities and decisions made
	5.2 Prepare reports and other documentation according to organisation requirements
	5.3 Maintain currency of documentation by making appropriate updates
	5.4 Incorporate review findings into continuous improvement processes

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for CHCCCS006 Facilitate individual service planning and delivery

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 within established guidelines to contribute to the planning and reviewing of services which meet the needs of at least 3 people
- contributed to the planning processes by communicating effectively with the person and other stakeholders using active listening and questioning

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:

- role and responsibilities of different people in the planning process:
  - person's assessor
  - carers and other support workers
  - health professionals
  - other service providers
  - service delivery workers

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- human development across the lifespan and influences on service delivery
- strengths-based planning processes:
  - assessment process
  - collaborative approach
  - documentation and reporting requirements
- features and modes of service delivery:
  - range of service options
  - variations for individualised service
  - resource requirements
  - motivational goal setting
  - collaborating with other service providers to address diverse and multi-faceted needs
  - transitioning to other services
  - exiting service
- legal and ethical considerations related to planning and service delivery and how these are applied in an organisation and individual practice, including:
  - duty of care
  - privacy, confidentiality and disclosure
  - safety and security
- risk management considerations and ways of minimising risk:
  - environmental
  - physical
  - physiological
- continuous improvement processes

Assessment Conditions

Skills must have been 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:
  - planning and service delivery policies and procedures
  - planning templates and tools
  - individualised plans and any relevant equipment outlined in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS007 Develop and implement service programs

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to engage consumers, analyse service needs of particular groups and develop programs and services to meet those needs.

This unit applies to workers coordinating or managing teams and operations in varied service delivery contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Engage consumers in the analysis of service needs	1.1 Develop a plan for consumer participation and engagement in decisions about service provision 1.2 Investigate the needs of individuals as the basis for service provision in line with consumer participation and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	engagement plan
	1.3 Recognise processes and communications that may be a barrier to consumer participation and develop mechanisms to overcome these
	1.4 Interact and consult with people accessing the service to monitor changing needs so they can be addressed
	1.5 Consult and collaborate with other services and networks to address multi-faceted needs of individuals and client groups
	1.6 Evaluate broader organisation context and its impact on service delivery
2. Develop programs	2.1 Facilitate input to program development from internal and external stakeholders
	2.2 Engage people accessing programs in management processes and develop formal arrangements as required
	2.3 Incorporate consideration of individual differences, rights, needs and preferences in the planning processes
	2.4 Integrate both internal and external services as required
	2.5 Determine financial, human and physical resource requirements
	2.6 Develop supporting systems and procedures
	2.7 Develop and integrate service evaluation methods, including mechanisms for feedback from people accessing service programs
	2.8 Document program identifying priorities, timelines and responsibilities
3. Implement and monitor programs	3.1 Communicate roles and responsibilities to relevant stakeholders
	3.2 Facilitate provision of training to support implementation
	3.3 Monitor service delivery against agreed objectives

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and budgetary frameworks
	3.4 Make user interactions and feedback an integral part of ongoing monitoring
	3.5 Identify and address problems in addressing the needs of service users in accordance with organisation procedures
	3.6 Maintain relevant program and service delivery documentation
4. Evaluate programs	4.1 Assess capacity of programs to meet objectives
	4.2 Seek and evaluate feedback from those using the service and other stakeholders
	4.3 Modify programs as needed to meet changing requirements within policy and budgetary frameworks

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS007 Develop and implement service programs

Modification History

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Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- developed, implemented and evaluated at least 1 community sector service program

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:

- program planning principles and processes, including:
  - program design
  - program resourcing
  - implementation systems and procedures
  - feedback and complaints procedures
  - evaluation and continuous improvement
  - accountability and governance
  - funding framework, including not-for-profit, government funding

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- supports needed for effective consumer participation at all levels of program planning
- requirements of specific service user groups and individuals, including:
  - diverse and multi-faceted needs and issues service user participation opportunities and barriers
  - opportunities for collaboration and service partnerships
  - risk, regulatory and sustainability considerations
  - standards, codes and legislation compliance

Assessment Conditions

Skills must have been 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 organisation policies and procedures
- modelling typical workplace conditions and contingencies, including interactions with users of the service and co-workers from a range of diverse backgrounds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS009 Facilitate responsible behaviour

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to monitor individuals, respond to behaviours of concern, deal with conflict and support responsibility for behaviour management and change.

This unit applies to workers who work directly with people in a range of community service contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Observe individuals	1.1 Use formal and informal methods to observe and monitor individuals 1.2 Recognise situations for potential conflict and identify appropriate preventative and defusing strategies that can be employed 1.3 Evaluate the person's behaviour and interactions in a fair, objective and consistent manner

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Ensure decisions on action are consistent with available evidence and organisation policies
	1.5 Seek specialist advice and make necessary referrals
2. Manage conflict	2.1 Conduct interactions with individuals 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 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
3. Respond to behaviours of concern	3.1 Challenge behaviours of concern and clearly outline options and opportunities to change with positive encouragement
	3.2 Confirm using clear, calm and objective language the implications of continuing behaviours of concern
	3.3 Follow procedures to ensure personal safety of self, the individual, colleagues and others
	3.4 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour
	3.5 Carry out interventions based on an analysis of the situation and organisation policies and procedures
4. Complete reporting requirements	4.1 Report incidents in a manner that complies with policy, procedures and legislation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Prepare reports and other documentation according to organisation requirements
	4.3 Maintain currency of documentation by making appropriate updates

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS009 Facilitate responsible behaviour

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- recognised and responded to at least 3 different situations where behaviours of concern are present
- communicated effectively in at least 1 situation of conflict by:
  - engaging positively and supportively
  - using negotiation and problem solving skills
  - modelling assertive behaviour

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:

- legal and ethical considerations related to addressing behaviours of concern and how these are applied in an organisation and individual practice, including:
  - duty of care
  - individual rights and equality
  - constraint
  - imprisonment
  - abuse
- types of behaviours of concern, underlying reasons and appropriate ways to respond

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- cultural practices and customs of the service users' population and their impact on behaviour in the particular environment
- principles of effective communication for conflict management
- principles of responding to human behaviour relating to violence, aggression and suicide
- reporting procedures for incidents and accidents
- specific statutory requirements related to treatment of people with special needs and requiring special support
- specialist services and referral options
- critical incident procedures

Assessment Conditions

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

- interactions with people with a range of needs
- typical workplace reporting processes
- links to other services

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS010 Maintain a high standard of service

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge to deliver and maintain a high standard of service.

This unit applies to workers in a range of community services and health contexts where direct support services are provided. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish and maintain an appropriate relationship with people accessing service	1.1 Establish rapport with the person and ensure the service is appropriate and in the person's best interest 1.2 Identify and use effective communication skills to ensure a high level of effective communication and quality service provision 1.3 Access interpreter services as required to assist communication

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Identify the person's concerns and needs and respond within agreed level of responsibility, established procedures and guidelines for reporting to supervisors
	1.5 Take action to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to appropriate personnel
	1.6 Respond to and deal with complaints in line with organisation policy to enhance service to individuals
	1.7 Seek advice from appropriate sources to resolve any concerns or issues regarding relationship with, and/or service to individuals
2. Act in a respectful manner at all times	2.1 Positively, actively and consistently demonstrate respect for individual differences in all work
	2.2 Respect and maintain confidentiality and privacy at all times
	2.3 Demonstrate courtesy in all interpersonal interactions
	2.4 Provide assistance with the care of individuals with behaviours of concern in accordance with established procedures
	2.5 Use appropriate techniques to manage and minimise aggression
3. Evaluate own work to maintain a high standard of service	3.1 Consistently monitor and evaluate effectiveness of interpersonal interaction to ensure best service outcomes
	3.2 Seek and receive advice and assistance from supervisor, colleagues and other appropriate sources to enhance own performance
	3.3 Adjust own work to incorporate advice that addresses performance issues to maintain the agreed standard of support and service

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Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS010 Maintain a high standard of service

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 services to 3 different people using appropriate verbal and non-verbal communication styles in a non-discriminatory, supportive and inclusive manner

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:

- characteristics of excellent standards of service
- how to access interpreter services
- cultural differences in Australia
- legal and ethical consideration and how these are applied in an organisation and individual practice, including:
  - privacy, confidentiality and disclosure
  - human rights
  - work health and safety (WHS)
- organisation policies and procedures for responding to:
  - behaviours of concern
  - complaints
- roles and responsibilities of self and other workers within the organisation

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- situations when people's issues need to be referred to an appropriate professional

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modeling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS012 Prepare and maintain beds

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to apply bed making and cleaning practices to a range of beds to ensure that people can safely occupy a clean bed.

This unit applies to workers in a range of settings where beds may be occupied or unoccupied. Where beds in an acute setting are occupied, bed making will usually be performed in an assisting role or under the supervision of an appropriate health professional according to organisation policy.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare area for bed making	1.1 Use personal protective equipment according to organisation policy 1.2 Adjust the height of the bed where possible 1.3 Clear the bed and surrounding areas of any medical and other equipment before stripping the bed 1.4 Check bed linen for displaced personal items, aids and equipment, and place aids and equipment in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	appropriate area or container
2. Make bed	2.1 Maintain the person's dignity and privacy
	2.2 Strip bed linen, where necessary
	2.3 Remove clinical waste and soiled linen and place in appropriate container
	2.4 Clean the bed according to established procedures, where necessary
	2.5 Place clean bed linen on bed in accordance with organisation procedures
	2.6 Re-position existing bed linen
	2.7 Ask the person whether they are comfortable, or if they have any specific bed needs
	2.8 Handle reusable clean bed linen in accordance with organisation procedures
	2.9 Clean mattresses and pillows regularly and on discharge, in accordance with organisation procedures
3. Leave bed ready for occupancy or continued occupancy	3.1 Adjust bed height for occupancy and apply brakes according to bed type
	3.2 Keep bed, equipment and aids accessible and leave the bed ready for occupancy
	3.3 Report damaged and/or faulty beds, equipment, mattresses, pillows and linen to appropriate personnel
	3.4 Clean and return to storage area all cleaning implements
	3.5 Dispose of any clinical waste in accordance with organisation procedures

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Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS012 Prepare and maintain beds

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 and made 5 beds ready for occupancy following correct bed making 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:

- bed linen items
- organisation policies and procedures including:
  - bed cleaning
  - safe handling of soiled linen
  - hygiene
  - infection control
  - personal protective equipment
  - work health and safety, including processes for controlling for manual task risk factors
- clinical waste disposal, including waste minimisation, environmental responsibility and sustainable practice issues

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Assessment Conditions

Skills must have been 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:
  - bed
  - bed linen
  - sheets
  - blankets
  - quilts
  - pillow cases
  - doonas
  - under-blanket
  - mattress protectors
  - clinical waste disposal equipment
  - personal protective equipment
  - personal aids or belongings in bed

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS014 Provide brief interventions

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to assess intervention needs, and then to implement and monitor brief intervention strategies for people at various stages of the change process.

This unit applies to workers in a range of community services contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess the person's needs	1.1 Discuss and determine issues of concern and the person's stage in the decision to change 1.2 Identify resources required to support the brief intervention 1.3 Identify and plan appropriate brief intervention strategies to match the person's needs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Use brief intervention strategies	2.1 Raise awareness of the health issue with a person who is not contemplating change 2.2 Conduct brief motivational interview with a person who is contemplating change and match approach to stage of change 2.3 Support the person who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies 2.4 Take opportunities to support and encourage a person who has made a change 2.5 Identify current needs and sources of assistance, and give support as appropriate for a person who has lapsed or relapsed into prior behaviour
3. Monitor brief intervention activities	3.1 Keep notes in the person's file in accordance with organisation policies and procedures, recording the person's stage of decision-making on each occasion 3.2 Maintain confidentiality and security of information 3.3 Regularly review the person's progress or outcomes, adjust approaches or make referrals according to their needs 3.4 Discuss outcomes with the person in an appropriate manner

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for CHCCCS014 Provide brief interventions

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 the brief intervention process for at least 2 people presenting with different issues at different stages of the change process
- used each of the following at least once to support the intervention process:
  - active listening
  - non-judgmental language
  - supportive approach
  - facilitation and negotiation that assists the person’s decision-making

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:

- brief intervention scope and process:
  - features of brief interventions:
    - one-to-one approach, private
    - takes short period of time
    - may be done by a health team member
    - client led process
    - opportunistic

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    - role as public health strategy
    - reasons for using brief interventions:
        - to raise awareness
        - to share knowledge
        - to help the person to think about making changes to improve health
    - step by step process
    - record-keeping requirements
- stages of behaviour change model:
    - elements of pre-contemplation
    - contemplation
    - action
    - maintenance
- options and approaches to support behaviour change:
    - raising awareness
    - sharing information and resources
    - exploring concerns and strategies
    - helping the person express their feelings, make decisions and set goals
    - highlighting benefits of change
    - giving positive feedback and encouragement
    - offering time and support
    - referring to other sources of assistance
- health and well-being considerations:
    - environmental health
    - nutrition
    - alcohol
    - other drugs
- broader contexts for the person's current behaviour:
    - cultural
    - family context
    - community context
- barriers and challenges for positive intervention outcomes and how to address these
- legal and ethical considerations for interventions, including:
    - privacy, confidentiality and disclosure
    - codes of practice

Assessment Conditions

Skills must have been 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:

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  - the person's information on which to design intervention
  - organisation policies and procedures for interventions
- modelling typical workplace conditions, including interactions with people with a range of needs

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS015 Provide individualised support

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS302B/HLTCSD304D. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations.

This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine support needs	1.1 Interpret and clarify own role in implementing individualised plan and seek appropriate support for aspects outside scope of own knowledge, skills or job role 1.2 Confirm individualised plan details with the person

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and with family and carers when appropriate
	1.3 Ensure the person is aware of their rights and complaints procedures
	1.4 Work with the person to identify actions and activities that support the individualised plan and promote the person's independence and rights to make informed decision-making
	1.5 Prepare for support activities according to the person's individualised plan, preferences and organisation policies, protocols and procedures
2. Provide support services	2.1 Conduct exchanges with the person in a manner that develops and maintains trust
	2.2 Provide support according to the individualised plan, the person's preferences and strengths, and organisation policies, protocols and procedures
	2.3 Assemble equipment as and when required according to established procedures and the individualised plan
	2.4 Respect and include the family and/or carer as part of the support team
	2.5 Provide support according to duty of care and dignity of risk requirements
	2.6 Provide assistance to maintain a safe and healthy environment
	2.7 Provide assistance to maintain a clean and comfortable environment
	2.8 Respect individual differences to ensure maximum dignity and privacy when providing support
	2.9 Seek assistance when it is not possible to provide appropriate support
3. Monitor support activities	3.1 Monitor own work to ensure the required standard of support is maintained

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.2 Involve the person in discussions about how support services are meeting their needs and any requirement for change 3.3 Identify aspects of the individualised plan that might need review and discuss with supervisor 3.4 Participate in discussion with the person and supervisor in a manner that supports the person's self determination
4. Complete reporting and documentation	4.1 Maintain confidentiality and privacy of the person in all dealings within organisation policy and protocols 4.2 Comply with the organisation's informal and formal reporting requirements, including reporting observations to supervisor 4.3 Identify and respond to situations of potential or actual risk within scope of own role and report to supervisor as required 4.4 Identify and report signs of additional or unmet needs of the person and refer in accordance with organisation and confidentiality requirements 4.5 Complete and maintain documentation according to organisation policy and protocols 4.6 Store information according to organisation policy and protocols

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for CHCCCS015 Provide individualised support

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS302B/HLTCSD304D. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 individualised plans as the basis for the support of 3 individuals

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:

- rationale and processes underpinning individualised support planning and delivery:
  - basic principles of person-centred practice, strengths-based practice and active support
  - documentation and reporting requirements
- roles and responsibilities of different people and the communication between them:
  - carers and family
  - person being supported
  - health professionals
  - individual workers
  - supervisors
- service delivery models in the relevant sector
- legal and ethical requirements and how these are applied in an organisation and individual practice, including:

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  - privacy, confidentiality and disclosure
  - duty of care
  - dignity of risk
  - human rights
  - discrimination
  - mandatory reporting
  - work role boundaries – responsibilities and limitations
- factors that affect people requiring support
- practices that support skill maintenance and development
- indicators of unmet needs and ways of responding
- risk management considerations and ways to respond to identified risks

Assessment Conditions

Skills must have been 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:
  - individualised plans and equipment outlined in the plan
  - infection control policies and procedures
- modelling of standard industry operating conditions and contingencies, including involvement of real people when using relevant equipment

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS016 Respond to client needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to respond holistically to client needs. Clients may have a range of issues outside and in addition to the area of immediate focus or expertise of the worker and their organisation.

The unit applies to workers in a range of community services contexts who provide person-centred support to clients.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish an interpersonal relationship with the client	1.1 Define boundaries and use communication skills to establish trust and respect 1.2 Assist the client to identify areas of concern and to determine options for action 1.3 Share information with client about options and services available to enable them to make informed decisions

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Identify the range of issues impacting on the client	2.1 Identify indicators of harm, neglect, abuse or risk of harm 2.2 Seek information from a range of appropriate sources to identify possible presenting issues 2.3 Apply organisation procedures for collecting and analysing client information
3. Analyse information to determine course of action	3.1 Identify and prioritise client's current needs and available sources of assistance 3.2 Identify organisation's capacity to meet range of client needs to be addressed 3.3 Follow relevant 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 3.4 Recognise when client needs exceed limitations of service and/or role and respond and refer within organisation policies and procedures
4. Refer client to other services to provide additional support	4.1 Identify need for additional support 4.2 Work with client to motivate, support and encourage the client 4.3 Identify sources of assistance and refer as appropriate 4.4 Follow organisation policies and procedures for transitioning or exiting from service as per organisation and legislative requirements

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS016 Respond to client needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 holistically to the needs of at least 5 clients

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:

- legal and ethical considerations for working with clients and how these are applied in an organisation and individual practice, including:
  - duty of care
  - dignity of risk
  - human rights
  - discrimination
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations
  - work health and safety
- organisation policies and procedures for:
  - responding to indicators of actual or potential risk of abuse, neglect or harm
  - collecting and analysing client information
  - transitioning or exiting a client from the service
- identification of the impact of, and interrelationships between issues relating to:

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  - physical health
  - mental health
  - child protection
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - financial
  - alcohol and other drugs (AOD)
  - trauma
  - culture and religion
- organisation requirements and referral options for working with people experiencing issues related to:
  - physical health
  - mental health
  - child protection
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - AOD
  - trauma

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, the following conditions must be met for this unit:

- use of suitable facilities and resources including organisation policies and procedures
- modelling typical workplace conditions, including interactions with clients and co-workers from a range of diverse backgrounds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS017 Provide loss and grief support

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to recognise and respond to the needs of people who are experiencing loss, grief and bereavement.

This unit applies to workers in a range of community services and health contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Recognise reactions to loss and grief	1.1 Recognise reactions to loss and grief 1.2 Take into account social, cultural, ethnic and spiritual differences 1.3 Identify situations where there may be risk to the health and/or safety of the person or other people and make appropriate referrals 1.4 Identify and assess an individual's suicide risk and where necessary refer to appropriate services

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Engage empathically	2.1 Interact with individuals with empathy, sensitivity, professionalism and courtesy 2.2 Identify and respect social, cultural, ethnic and spiritual differences 2.3 Select and use verbal and non-verbal communication approaches that acknowledge the individual's emotional needs
3. Offer support and information	3.1 Identify individuals experiencing difficulty in coping with grief and trauma and link or refer them to options for further help as needed 3.2 Provide information about grief and bereavement support services and resources 3.3 Identify, suggest or use strategies for formal and informal grief and bereavement support 3.4 Obtain feedback from individual to confirm that options are clearly understood 3.5 Maintain confidentiality in line with organisation practices
4. Care for self	4.1 Monitor own stress level in relation to working in the area of grief and loss 4.2 Recognise and minimise risks to self associated with grief and bereavement support 4.3 Identify and respond to the need for supervision and debriefing
5. Review support provided	5.1 Reflect on outcomes during and after support is provided 5.2 Identify where further support is required 5.3 Review practices for continuous improvement

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Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS017 Provide loss and grief support

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 effectively to at least 3 diverse situations of loss, grief, bereavement or trauma
- engaged with people using effective communication skills at least once that included:
  - empathic listening skills
  - verbal and non-verbal techniques
  - providing information clearly and sensitively
  - obtaining feedback to confirm understanding

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:

- spectrum of loss situations, including:
  - primary loss
  - secondary loss
  - cumulative loss
  - integration of loss
- potential impacts at the individual, family and community level, of grief, bereavement and trauma
- features and expressions of grief and how these may vary, including:

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  - complex grief
  - disenfranchised grief
- reactions that may indicate risk of suicide and required responses
- how loss, grief and bereavement can impact on social and emotional health and well being
- social, cultural, ethnic and spiritual differences in responses to loss, grief and bereavement
- different contexts and circumstances that may be present prior to loss and their impact on grief and bereavement
- strategies and communication techniques for formal and informal grief and bereavement support
- grief and bereavement care services and information resources
- stress vulnerability model and its application to loss and grief support
- self care strategies and support services for workers
- legal and ethical considerations and how these are applied in an organisation and individual practice, including:
  - duty of care
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations

Assessment Conditions

Skills must have been 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 organisation policies, procedures and related documentation to assist in the provision of grief and loss support
- modelling typical workplace conditions and contingencies, including:
  - interactions with people from a diverse range of backgrounds
  - links to other services

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS019 Recognise and respond to crisis situations

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to recognise situations where people may be in imminent crisis, and then to work collaboratively to minimise any safety concerns and make plans to access required support services.

This unit applies to any community services worker involved in crisis intervention. Management of the crisis may involve face-to-face, telephone or remote contact with persons involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify imminent crisis situations	1.1 Recognise and respond to signs indicating that there may be safety issues for people 1.2 Consider indicators from direct and indirect communications that suggest the presence of safety issues 1.3 Ask directly about safety issues whenever there are grounds for concern, and take immediate action based on organisation's procedures
2. Address immediate safety concerns	2.1 Listen empathetically to details of current crisis situation 2.2 Affirm and strengthen links to safety and living 2.3 Provide structure and strategies for dealing with the immediate crisis through enabling thoughts and behaviours 2.4 Balance collaboration and direction according to the person's current capacity for decision-making and coping 2.5 Identify and agree actions to reduce immediate danger and risk to others, including mobilisation of emergency assistance as required 2.6 Confirm that actions are legal, ethical, consistent with organisation policy and meet duty of care requirements 2.7 Seek advice or assistance from supervisor as required
3. Provide referral for crisis intervention support	3.1 Empower person to make informed choices about further help 3.2 Explore possible barriers to seeking or accepting help and develop responses 3.3 Develop a plan with the individual that includes agreed first steps to access and use informal supports and professional help 3.4 Refer to appropriate professionals as required 3.5 Complete and maintain accurate documentation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Care for self	4.1 Recognise and minimise risks to self associated with crisis support 4.2 Identify and respond to the need for supervision and debriefing

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS019 Recognise and respond to crisis situations

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- been involved in crisis intervention activities on at least 3 occasions

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:

- legal and ethical consideration relevant to recognising and responding to crisis situations including:
  - duty of care
  - privacy, confidentiality and disclosure
  - work role boundaries, responsibilities and limitations
  - mandatory reporting
  - codes of practice
- organisation policies and procedures for responding to crisis situations
- types of crisis situations, including:
  - potential suicide
  - threats to harm others
  - self harm
  - received threats

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  - abuse, including child abuse
  - domestic and family violence
- common indicators or signs of crisis in other people
- personal values, beliefs and attitudes that facilitate or impede crisis care:
  - assumptions about who may be at risk
  - common notions about crisis situations
- principles and practices of crisis intervention:
  - critical incident procedures
  - facilitating emergency interventions
  - addressing safety concerns
- referral options and procedures for accessing services
- principles and practices of self-care and supervision

Assessment Conditions

Skills must be demonstrated in a crisis support 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 organisation policies, procedures and resources
- modelling typical workplace conditions and contingencies, including:
  - interactions with people from a range of diverse backgrounds
  - links to other services
  - realistic, in-depth, validated industry scenarios and simulations of crisis situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS020 Respond effectively to behaviours of concern

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to respond effectively to behaviours of concern of people. Skills are associated with handling difficult incidents rather than managing ongoing behaviour difficulties.

The unit applies to workers in any context exposed to difficult and challenging behaviour.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify behaviour and plan response	1.1 Identify behaviours of concern in line with work role and organisation policies and procedures 1.2 Identify appropriate response to potential instances of behaviours of concern 1.3 Ensure planned responses to behaviours of concern maximise the availability of other appropriate staff and resources 1.4 Give priority to safety of self and others in responding

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element* 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 behaviours of concern promptly, firmly and diplomatically in accordance with organisation policy and procedure 2.4 Use communication effectively to achieve the desired outcomes in responding to behaviours of concern 2.5 Select appropriate strategies to suit particular instances of behaviours of concern
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

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for CHCCCS020 Respond effectively to behaviours of concern

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 dealt with at least 5 different behaviours of concern

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 behaviours of concern:
  - aggression
  - confusion or other cognitive impairment
  - intoxication
  - intrusive behaviour
  - manipulation
  - noisiness
  - self-destructive behaviour
  - verbal offensiveness
  - wandering
- strategies for dealing with behaviours of concern
- issues needing to be referred to an appropriate professional

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- legal and ethical consideration relevant to recognising and responding to behaviours of concern, including:
  - duty of care
  - human rights
  - work health and safety
- organisation reporting processes

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 organisation policies and procedures in relation to reporting behaviours of concern
- modelling of industry operating conditions and contingencies, including scenarios that reflect different behaviours of concern

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS023 Support independence and wellbeing

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS303A and CHCICS406B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as, physical and emotional wellbeing.

This unit applies to workers in a range of community services contexts who provide frontline support services within the context of an established individualised plan.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Recognise and support individual differences	1.1 Recognise and respect the person's social, cultural and spiritual differences 1.2 Avoid imposing own values and attitudes on others and support the person to express their own identity and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	preferences
	1.3 Consider the person's individual needs, stage of life, development and strengths when engaging in support activities
	1.4 Recognise, respect and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age or stage of life
	1.5 Promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs
2. Promote independence	2.1 Support the person to identify and acknowledge their own strengths and self-care capacity
	2.2 Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required
	2.3 Provide information and assistance to the person in order to facilitate access to support services and resources when needed
	2.4 Provide support that allows the person to self manage their own service delivery as appropriate
	2.5 Encourage the person to build, strengthen and maintain independence
3. Support physical wellbeing	3.1 Promote and encourage daily living habits that contribute to healthy lifestyle
	3.2 Support and assist the person to maintain a safe and healthy environment
	3.3 Identify hazards and report according to organisation procedures
	3.4 Identify variations in a person's physical condition and report according to organisation procedures
	3.5 Recognise indications that the person's physical situation is affecting their wellbeing and report according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.6 Identify physical health situations beyond scope of own role and report to relevant person
4. Support social, emotional and psychological wellbeing	4.1 Promote self-esteem and confidence through use of positive and supportive communication
	4.2 Contribute to the person's sense of security through use of safe and predictable routines
	4.3 Encourage and facilitate participation in social, cultural, spiritual activities, using existing and potential new networks and as per the person's preferences
	4.4 Identify aspects of supporting a person's wellbeing outside scope of knowledge, skills and/or job role and seek appropriate support
	4.5 Identify variations to a person's wellbeing and report according to organisation procedures
	4.6 Identify any cultural or financial issues impacting on the person's wellbeing
	4.7 Identify the person's risk and protective factors in relation to mental health
	4.8 Recognise and report possible indicators of abuse or neglect and report according to organisation procedures
	4.9 Identify situations beyond scope of own role and report to relevant person

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for CHCCCS023 Support independence and wellbeing

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS303A and CHCICS406B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

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:

- safely supported at least 3 people to enhance independence and wellbeing
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation

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:

- basic human needs:
  - physical
  - psychological
  - spiritual
  - cultural
  - sexual

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- concept of self-actualisation
- human development across the lifespan
- wellbeing, including:
  - physical
  - psychological
  - social
  - spiritual
  - cultural
  - financial
  - career/occupation
- individual differences, how these may be interrelated and impact on support provided
- basic requirements for good health for the person, including:
  - mental health
  - nutrition and hydration
  - exercise
  - hygiene
  - lifestyle
  - oral health
- mental health issues and risk and protective factors
- indications of neglect or abuse:
  - physical
  - sexual
  - psychological
  - financial
- reporting requirements for suspected abuse situations
- service delivery models and standards
- relevant funding models
- issues that impact health and well being
- impacts of community values and attitudes, including myths and stereotypes
- issues surrounding sexuality and sexual expression
- indicators of emotional concerns and issues
- support strategies, resources and networks
- legal and ethical requirements and how these are applied in an organisation and individual practice, including:
  - duty of care
  - dignity of risk
  - human rights
  - discrimination
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations

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Assessment Conditions

Skills must have been demonstrated in a relevant workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. Where simulation is used it must reflect real working conditions and contingencies by modeling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources, including:

- individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions including real interactions with the person and their carers

Overall, assessment must involve some real interactions with the person and their families/carers.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS026 Transport individuals

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide safe, timely and efficient transportation of people from one location to another at a particular site, or to other sites.

This unit applies to workers in a range of settings where transporting people is a requirement of the work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for transport	1.1 Confirm transport with relevant personnel 1.2 Check with the person to be transported, the level of support required 1.3 Explain procedure to the person or relevant personnel and answer any questions 1.4 Prepare for the safe and timely transportation of the person 1.5 Select transportation equipment and check to ensure

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	that it is clean, complete and correctly functioning for transportation according to transportation requirements
	1.6 Check any other equipment to ensure that it is attached correctly and safely to transportation equipment
2. Transport the person and equipment	2.1 Transport the person to designated location in accordance with transportation requirements and organisation policy
	2.2 Manoeuvre and transport equipment to ensure the person's comfort and safety and minimise risk to self
3. Deliver the person	3.1 Deliver the person to designated location and inform relevant personnel of the person's arrival
	3.2 Inform relevant personnel of the person's needs
	3.3 Return equipment used to deliver the person
	3.4 Accurately complete reporting requirements

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS026 Transport individuals

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- transported 3 people with different transportation requirements to correct destination according to safe working practices

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:

- organisation policies and procedures, including:
  - infection control
  - for securing a person, including a wheelchair
- legal and ethical considerations for transporting individuals and how these are applied in an organisation and individual practice, including:
  - duty of care
  - human rights
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations
  - work health and safety, including manual handling
- issues that need to be referred to an appropriate health professional
- correct transportation of equipment, including:
  - wheelchair

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- stretcher
- trolley
- bed
- intra-venous (IV) stands
- oxygen

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 vehicle or equipment used for transporting people
- equipment to be transferred with the person modelling typical workplace conditions and contingencies, including:
  - physical and/or behavioural contingency scenarios involving duty of care
  - personal belongings of person being transported
  - involvement of real people and equipment when transporting

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015 /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

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CHCCCS027 Visit client residence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTRAH302C/CHCCH522B. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to make visits to clients to assess needs and/or deliver services in their place of residence.

This unit applies to workers who are required to deliver services to people in their home or in any temporary or permanent community residence. Work may be directed under regular (direct, indirect or remote) supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for visit	1.1 Check that the person is expecting and prepared for a visit at the agreed time 1.2 Clarify purpose of visit and history of the person in relation to unexpected issues and needs 1.3 Prepare equipment, resources and/or documents required for the purpose of the visit and contingencies 1.4 Allow time in schedule for contingencies

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.5 Assess factors related to security of the place of residence and check that entry to the place is ensured
	1.6 Ensure co-worker(s) are aware of intended time and place of visit and mobile contact details
2. Undertake visit	2.1 Obtain entry to the place of residence, check for hazards to own and others' health and safety and implement controls to manage risk
	2.2 Take standard precautions to control infection and, where required, take additional precautions
	2.3 Demonstrate respect and sensitivity toward the person and the place of residence
	2.4 Follow appropriate risk management practices when delivering services in an unfamiliar and potentially unsafe environment
3. Establish relationship in the place of residence	3.1 Communicate with the person to provide information, clarify purpose of visit and confirm the person's consent
	3.2 Provide opportunity for the person to identify and express any issues or concerns in relation to the visit and/or associated matters
	3.3 Engage appropriately with others in the place of residence in accordance with organisation policies
	3.4 Deal with ethical dilemmas and behaviours of concerns in accordance with relevant policies and procedures
	3.5 Deal with difficult or challenging situations appropriately and in accordance with relevant policies and procedures
	3.6 Identify any health issues or areas of concern that might place the person or others at risk
4. Follow up visit	4.1 Document all aspects of the visit in line with organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Refer any health issues and areas of concern promptly to a supervisor
	4.3 Comply with statutory and organisation reporting requirements
	4.4 Ensure any arrangements for follow up visits are recorded and implemented

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS027 Visit client residence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTRAH302C/CHCCH522B. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 and undertaken visits to 5 different people in their place of residence
- accurately documented all aspects of the visit and referred appropriately

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:

- issues relevant to visiting a client residence
- different types of residence
- organisation policies and procedures relating to:
  - infection control
  - reporting issues observed during visits
  - working in unfamiliar and unpredictable environments
  - working alone
  - working in home environments
  - duress
- basic home fire safety and applicable state and/or territory smoke alarm legislation
- legal and ethical requirements and how these are applied in an organisation and individual practice, including:
  - duty of care

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- dignity of risk
- human rights
- discrimination
- mandatory reporting
- practice standards
- privacy, confidentiality and disclosure
- work role boundaries – responsibilities and limitations
- work health and safety (WHS)

- work as part of a multi-disciplinary team

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modeling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCCS028 Provide client-centred support to people in crisis

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCTC302B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.

Application

This unit describes the skills and knowledge required to build relationships with help-seekers, use crisis support micro skills and address the personal issues that affect working with people in crisis. The support is immediate and short term, and not ongoing.

This unit applies to individuals in crisis support roles who work according to established procedures and models. They work under supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply the organisation's crisis support model and procedures	1.1 Identify and use each stage of the crisis support model during client interactions 1.2 Implement organisation measures for worker care and supervision 1.3 Document information according to organisation

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ELEMENT	PERFORMANCE CRITERIA
	procedures
2. Facilitate relationship building with the help-seeker	2.1 Display a client-centred approach to crisis support
	2.2 Show empathy to build a strong connection with the help-seeker and create an environment within which the help-seeker feels able to discuss their concerns and pain
	2.3 Display unconditional positive regard to enable the help-seeker to communicate freely without fear of judgement
3. Apply skills which assist the crisis support process	3.1 Consistently use active listening skills and brief encouragers to establish rapport with help-seekers, and identify their issues
	3.2 Show respectful, empathic understanding to clarify the nature and depth of help-seeker feelings
	3.3 Develop an empowering crisis support relationship that assists help-seekers clarify options, seek support and decide on next steps to address problems and/or meet current needs
	3.4 Explore and offer options for further help and support
	3.5 Sensitively manage a timely end to the communication, facilitating transitions to ongoing self care and support or referrals
4. Address personal factors in the crisis support process	4.1 Identify, affirm and strengthen personal attributes and attitudes likely to facilitate the crisis support process
	4.2 Identify and contain personal issues or attitudes likely to impact negatively on the contact
	4.3 Identify and discuss personal reactions to strong help-seeker emotions or impactful stories
	4.4 Identify and implement constructive strategies for dealing with strong emotions and impactful stories
	4.5 Develop a range of self care strategies for responding to impactful presentations or stories

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS028 Provide client-centred support to people in crisis

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCTC302B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.

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 the activities outlined in the performance criteria of this unit during a period of 50 hours of work in a service providing support to people in crisis
- managed contacts from at least 50 help-seekers with varied presenting issues, using
  - the structure of the organisation’s crisis support model
  - crisis support micro skills
- managed the personal factors that affect working with people in crisis.

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:

- legal and ethical considerations (national, state/territory) for short term crisis support work, and how these are applied in organisations:
  - codes of conduct:
  - duty of care
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management

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  - work role boundaries – responsibilities and limitations
  - work health and safety, including management of own reactions and stress
- vision, policies and procedures of the organisation
- crisis and crisis theory in the context of the individual job role
- scope of the crisis support role in different organisations
- self-care strategies, including debriefing and their importance
- stages of a crisis support model
- principle of unconditional positive regard and being non-judgemental
- how values, attitudes and beliefs impact on crisis support processes
- crisis support micro-skills, and how they are used, including:
  - brief encouragers which assist the help-seeker relate their story and concerns
  - reflection of feelings and meaning
  - hearing the help-seeker's concerns
  - paraphrasing (reflection of content)
  - using open and closed questions to expand or clarify understanding
  - understanding the help-seeker's context
  - recognising when higher levels of care may be required
  - use of silence
  - balancing the frequency of questions
  - summarising and closure
- indicators of strong emotions and how to respond, including:
  - grief
  - anger
  - confusion
  - sadness
  - frustration
  - suicidal despair
- empowering processes and how they are used in crisis support including:
  - active listening
  - identifying and affirming help-seeker strengths and opportunities
  - reframing, summary and closure
  - helping contain overwhelming feelings to facilitate coping
  - using questions and concreteness to focus the help-seeker on identifying immediate needs and concerns
  - setting realistic achievable goals for the contact
  - brainstorming consequences
  - exploring options
  - facilitating informed help-seeker choices
  - identify achievable tasks to be addressed after the contact
  - constructive feedback about crisis support practice

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- strategies to deal with help-seeker issues and emotions
  - managing tone, pitch and pace of voice
  - setting boundaries between crisis supporter and help-seeker
  - awareness of personal vulnerabilities which may be triggered during a contact
  - containment skills
  - supervision
  - debriefing.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE001 Support participative planning processes

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

This unit describes the skills and knowledge required to provide opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to planning processes	1.1 Identify key community stakeholders 1.2 Identify and document community strengths and key priorities to be addressed 1.3 Participate in planning to ensure key priorities are addressed 1.4 Participate in evaluating processes to ensure they are

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ELEMENT	PERFORMANCE CRITERIA
	forward looking and proactive
2. Promote and engage community participation in planning	2.1 Use appropriate interpersonal and networking skills to enlist support from key people and groups within the community
	2.2 Proactively develop and provide opportunities for community input to planning provision of services
3. Support existing community activities	3.1 Review existing community activities and resources, based on changing community priorities
	3.2 Provide support and assistance to existing community activities to obtain additional resources required for effective operation
	3.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities
	3.4 Provide appropriate support to community groups to become self managing in the implementation of plans

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

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

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Assessment Requirements for CHCCDE001 Support participative planning processes

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements

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:

- contributed to the development of at least 1 community activity plan in collaboration with key people and groups, including supported participation of key stakeholders in planning activities on at least 3 occasions

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- contemporary economics and politics and their impact on community development
- community development as a social change strategy, including:
  - traditional community development approaches:
    - needs-based
    - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
  - asset-based (ABCD)
  - rights-based
- funding sources and their policies and strategies for encouraging community input and participation

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE002 Develop and implement community programs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

This unit describes the skills and knowledge required to develop community programs to ensure maximum participation.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop program parameters	1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the priority for new program 1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services 1.3 Undertake research to identify key people, priorities to be addressed, possible strategies and options for action 1.4 Identify measures and evidence of program plan

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	success and possible risks
	1.5 Develop appropriate plans via participation of relevant communities and stakeholders
2. Design programs with the community	2.1 Develop a program plan which reflects identified parameters and incorporates an evaluation of a range of program options within organisation policy
	2.2 Engage stakeholder participation to determine preferred program options particularly in areas of high priority or with targeted communities
	2.3 Seek help from participating agencies for implementation arrangements
	2.4 Develop and implement promotion and marketing strategies
	2.5 Develop and maintain systems and resources for administrative support of community programs
	2.6 Identify and seek resources
3. Implement programs	3.1 Conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives
	3.2 Implement and monitor in accordance to the plan
4. Evaluate programs	4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan
	4.2 Use results of evaluation for revision and ongoing development
	4.3 Involve interested and/or relevant people in program evaluation

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.

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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

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Assessment Requirements for CHCCDE002 Develop and implement community programs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements

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:

- developed, implemented and evaluated at least 1 community program

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- contemporary economics and politics and their impact on community development
- traditional community development approaches:
  - needs-based
  - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
  - asset-based (ABCD)
  - rights-based
- social movements
- sociology fundamentals, including:
  - commonly accepted social theories
  - social inequality

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- sociology of class
- sociology of gender, including impacts of culture on gender dynamics

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE003 Work within a community development framework

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

This unit describes the skills and knowledge 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.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Operate within a community development framework	1.1 Work towards the vision and mission of the community development work plan 1.2 Work with communities to achieve their priorities through enhancing skills, accessing appropriate support

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	and working with others in the community who share concerns and issues
	1.3 Identify and document the interrelationships between the priorities and rights of the individual, the family, the community and society
2. Distinguish between private and public issues arising in community development work	2.1 Employ appropriate interpersonal skills to hear individual stories and distinguish between private and public issues
	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
	2.3 Provide appropriate referrals to support people to deal with personal issues
	2.4 Ensure all work reflects and meets duty of care responsibilities
3. Work with groups to achieve community development outcomes	3.1 Research and analyse community priorities
	3.2 Identify and document shared community priorities within the public group processes
	3.3 Plan appropriate strategies in collaboration with the group to ensure community priorities are addressed
	3.4 Document community structures and resources available to groups to maximise outcomes for groups
	3.5 Provide advice and information to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities
	3.6 Advocate and lobby for community based outcomes
	3.7 Manage group dynamics, facilitate discussions and engagements processes
	3.8 Review and modify own work practice within a community development framework

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

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCDE003 Work within a community development framework

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements

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:

- engaged with at least 1 community group in order to develop 1 action plan relevant to community priorities

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevance of the community development work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- traditional community development approaches:
  - needs-based
  - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
  - asset-based (ABCD)
  - rights-based
- impact of current and changing social, political and economic contexts
- strategies for addressing individual differences
- principles and practices of community development work, including:
  - structural disadvantage and inequality

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- social justice and human rights
- empowerment
- recognition of personal and public political process
- commitment to peoples' participation
- sustainability

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE004 Implement participation and engagement strategies

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to work with individuals or groups in specific communities and support their engagement in making decisions that affects their lives.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define the priorities of specific communities or groups	1.1 Identify and document the details of individual and group priorities of the specific community through appropriate research and stakeholder participation 1.2 Identify, by appropriate research and stakeholder

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ELEMENT	PERFORMANCE CRITERIA
	participation, preferred means of communicating with individuals and groups from specific communities
2. Undertake relevant work in the context of specific communities or groups	2.1 Use the values, priorities and structures within specific communities to define the ways of working 2.2 Evaluate relevant community structures and utilise to maximise outcomes for individuals and groups 2.3 Ensure work within communities is consistent with defined job role and agreed protocols 2.4 Utilise interpersonal skills which are consistent with community practices and standards
3. Evaluate work undertaken within specific communities	3.1 Undertake appropriate evaluation of work through participation of relevant community stakeholders 3.2 Monitor work within communities to ensure reflection of relevant values and structures 3.3 Undertake evaluation in a manner that ensures responsiveness to community prioritises

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

No equivalent unit

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Links

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Assessment Requirements for CHCCDE004 Implement participation and engagement strategies

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- researched individual and group issues of at least 1 specific community
- engaged effectively with a range of individuals from at least 1 specific community group, validated by community acceptance over at least 3 different occasions

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- social, political, cultural and historical issues that affect or are relevant to specific communities and groups
- models of society
- critique of socialisation theory
- specific information relating to client community group, including:
  - group composition
  - specific community and group structures
  - practices and values
  - cultural preferences

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  - social issues relevant to the specific group
  - health issues relevant to the specific group
  - relevant networks, people and stakeholders
  - specific communication protocols and practices
  - strength, talents and abilities of the community
  - impact of community values and structures on individuals
- culture and diversity
- family and power
- deviance
- identity theories

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE005 Develop and support relevant community resources

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to work with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess community resource requirements	1.1 Document resource requirements through participation of networks and stakeholder needs 1.2 Research existing available community resources and assess their capacity to meet priorities of the group 1.3 Develop strategies to address gaps in available resources 1.4 Develop strategies for the provision of resources to

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	assist in meeting organisation objectives within funding considerations
2. Develop an information base	2.1 Establish and maintain professional networks with key people and organisations
	2.2 Create opportunities to develop supportive connections between key people, including arranging and conducting meetings
	2.3 Identify and plan for obstacles to effective contact between people and develop appropriate strategies to overcome these
	2.4 Maintain records and make available as required to facilitate community interaction
3. Develop community resources	3.1 Develop resources with participation of key people
	3.2 Follow processes and procedures to facilitate endorsement and implementation
	3.3 Undertake appropriate work to ensure that maintenance of community resources is carried out according to agreed procedures and budget allocations
4. Facilitate community access to resources	4.1 Publicise availability of resources to target group, key people and organisations to encourage participation in activities
	4.2 Make resources available to all users as required in accordance with organisation procedures
	4.3 Review resources regularly to ensure usefulness and currency

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.

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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

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Assessment Requirements for CHCCDE005 Develop and support relevant community resources

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- identified resource priorities for at least 1 specific community group and matched a range of appropriate resources to meet those priorities
- used appropriate technology to design and develop resources for at least 1 specific community group
- established networks of key people and organisations and participated in at least 1 meeting
- documented and stored information in line with organisation 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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- social, political, cultural and historical issues that affect or are relevant to specific communities and groups
- relevant legal and organisation policies and procedures regarding resources, including copyright and confidentiality
- a range of media, resources and techniques used to develop community resources
- specific client community groups, including:
  - group composition
  - specific community and group structures

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- practices and values
- cultural preferences
- social issues relevant to the specific group
- health issues relevant to the specific group
- relevant networks, people and stakeholders
- specific communication protocols and practice

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modeling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE007 Develop and provide community projects

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to work with the community to develop and provide community projects on relevant issues.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop a community project	1.1 Develop project plan through participation of key people and organisations that identifies priorities and desired outcomes to address issues of concern of target groups 1.2 Identify and secure appropriate human, financial and

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ELEMENT	PERFORMANCE CRITERIA
	physical resources
	1.3 Develop strategies and educational resources and materials appropriate to the context, issue and audience
	1.4 Prepare promotional materials in line with organisation policy and disseminate to target audience and others as appropriate
2. Deliver the community project	2.1 Implement strategies and distribute educational resources and materials to ensure maximum effectiveness for delivery of the project
	2.2 Implement strategies to encourage full participation in the project and the expression of views and feelings about its process or content
	2.3 Make project adjustments as required to meet the needs of specific groups
	2.4 Seek feedback on the community project or activity from participants
3. Review the community project	3.1 Assess the community project against the planned goals and objectives in accordance with organisation policies and procedures
	3.2 Discuss outcomes of project evaluations with key people and organisations to determine future directions
	3.3 Document community project outcomes, and where necessary act on them in accordance with organisation procedures

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.

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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

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Assessment Requirements for CHCCDE007 Develop and provide community projects

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- developed, delivered and evaluated at least 1 project plan, including identifying and matching resources with activities to address community needs and priorities

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- principles of designing and developing a community program, including:
  - community priorities assessment and analysis
  - asset mapping
  - goals and objectives for project
  - resource availability
  - strategies and actions needed to achieve goals
  - accountability requirements
  - resources and support within the community
- decision-making structures and processes at organisation, community, regional and system level

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- organisation policies and procedures for dealing with the media

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE008 Support community action

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to support the community to represent their own priorities and aspirations through social and public action.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to community priorities	1.1 Plan and implement appropriate opportunities for people in the community to promote their priorities and aspirations 1.2 Research and document a range of models of participation and research methods

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify, develop and agree with key people strategies for meeting community priorities
2. Support identified community priorities	2.1 Assess relevance and appropriateness of a range of mechanisms and actions to address community priorities
	2.2 Calculate and assess resources required for availability and appropriateness
	2.3 Ensure resourcing to meet community priorities is provided
	2.4 Support a community advocacy and lobbying approach
3. Evaluate effectiveness of community action	3.1 Evaluate the effectiveness of activities using accepted strategies and mechanisms
	3.2 Review progress of strategies with key people and negotiate and implement required changes
	3.3 Document outcomes of evaluations and report to key people

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

No equivalent unit

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Links

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Assessment Requirements for CHCCDE008 Support community action

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- Supported at least 1 community to identify their rights and represent their own priorities and aspirations through social and public action, including motivating individuals and/or the groups to work cooperatively

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- social structures and systems in the community
- current social policy and its implementation programs
- components of strategic planning
- decision-making systems and leadership
- community development principles relevant to social action, public processes and assets based approaches
- community engagement principles
- ‘community’ as ideological tool
- social movements
- social action

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- service promotion
- general and cultural issues relevant to specific client community group

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE009 Develop and support community leadership

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge to design, provide and promote systems that identify and development both potential and existing leaders to build capacity within the community. Leaders may or may not have a formalised leadership role within the community.

This unit applies to workers in both health and community sectors and/ or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use a participative approach to identify community leaders	1.1 Identify potential and existing community leaders and leadership structures as recognised and accepted by community 1.2 Engage previous, potential and existing community

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ELEMENT	PERFORMANCE CRITERIA
	leaders
	1.3 Establish parameters for involvement of community leaders
2. Develop and maintain support mechanisms	2.1 Design a range of support mechanisms to enable the identification of the role, responsibilities, context and accountability of community leadership
	2.2 Identify and address factors which might have an impact on the effectiveness of community leadership
	2.3 Include resources required to support community leadership development in resource allocations
3. Promote community leadership	3.1 Create and respond to opportunities to routinely promote the importance of community leadership
	3.2 Ensure the development of structures, processes and practice reflects the defined role and importance of community leadership
4. Develop leadership skills	4.1 Design and provide learning programs aimed to develop leadership skills
	4.2 Implement a range of activities to assist the development of community leadership
	4.3 Proactively provide individuals with structured and supported opportunities to experience leadership
	4.4 Identify and acknowledge the expertise, skills and contributions of the community to leadership

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.

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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

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Assessment Requirements for CHCCDE009 Develop and support community leadership

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- identified and responded to at least 3 opportunities to promote leadership within the community
- developed and implemented at least 1 learning program or activity aimed to support the development of leadership skills
- provided support for leadership structures on at least 3 different occasions

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:

- relevant legislation and public policies
- social, community and youth issues
- concepts of effective leadership
- structure and nature of the community
- cultural awareness, practices and protocol of the community
- availability of skills development training
- support mechanisms and structures in the range of relevant communities and cultural contexts
- instructional design principles and options relating to learning program design and structure

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- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- methodology relating to developing and documenting new learning activities and related learning materials
- different delivery modes and methods

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE011 Implement community development strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to work with individuals, groups and the community to identify issues and develop cooperative processes to facilitate change.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work with individuals and groups to identify issues	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

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Respond to individual and group concerns in a manner which shows respect and a commitment to assist in their resolution
	1.3 Proactively provide appropriate referrals to assist in the resolution of issues
	1.4 Identify and address barriers to moving private concerns into public action
	1.5 Identify individual and community strengths, talents and abilities that can address the community priority
2. Work with groups to establish cooperative processes	2.1 Identify relevant models of work that may address group priorities and strengths
	2.2 Identify and establish mechanisms and actions to address group priorities and strengths
	2.3 Organise a range of opportunities to facilitate community participation
	2.4 Establish common goals and coordinate strategies for a cooperative group process
	2.5 Engage key stakeholders in planning, implementing and evaluating strategies for community empowerment and action
	2.6 Adhere to organisation's reporting requirements
3. Support group processes and skills development	3.1 Identify strengths and assets and access available resources to facilitate successful group and community work strategies and activities
	3.2 Participate 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

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ELEMENT	PERFORMANCE CRITERIA
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 the group to regularly undertake review mechanisms
	4.4 Work with the group to reflect on group practice and processes

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

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

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Assessment Requirements for CHCCDE011 Implement community development strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- conducted research and analysis of at least 1 community priority and identified the structures and systems contributing to the concern
- engaged collaboratively with at least 1 community group to develop strategies to address their priorities
- supported at least 3 activities to facilitate community participation
- developed and maintained public processes to address common issues

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- community processes and protocols
- funding sources and their policies and strategies for encouraging community input and participation
- principles and practices of community development work
- traditional community development approaches:
  - needs-based

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  - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
  - asset-based (ABCD)
  - rights-based
- representation, lobbying and advocacy
- power and conflict management
- Principles of networking and the role of partnerships
- policies and processes for data collection and analysis
- key methods of information dissemination and the benefits of use
- general and cultural issues relating to specific client community groups
- group processes

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modeling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCDE014 Facilitate the development of community capacity to manage place making

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to identify, implement and review methods for improving community knowledge and involvement in "place" management practices using partnership building.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Research and display the diversity of issues and factors that describe a place	1.1 Gather and collate demographic data on community 1.2 Identify and document current and future community support and growth impacts

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify and document current and future demand on community resources
	1.4 Identify community based assets, skills, and resources which can be mobilised to maximise place
	1.5 Analyse data to identify the composition, characteristics and planning issues of the local or regional community
	1.6 Display information compiled from these activities and communicate to stakeholders to support future recommendations and actions
2. Support community through information, skills and opportunities for involvement in place management	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
	2.2 Establish links with community interest groups, government and non-government organisations and agencies and the broader community to scope the community priorities, skill level and partnership opportunities
	2.3 Utilise various mechanisms to engage the community in a working partnership with the agency
	2.4 Document gaps between community expectations and current place management practices
	2.5 Research necessary modifications or improvements to existing place management practices to meet community expectations
	2.6 Identify and document new locations and places which require the implementation of place management practices or 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	3.1 Collate and analyse data on the effectiveness of various engagement methods in the context of known community data and place planning objectives
	3.2 Develop criteria for determining the range and effectiveness of consultative methods and apply to determine relative opportunities for community participation

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Apply specialist knowledge and skills to determine the most suitable methods for the identified community and place
	3.4 Identify resources to support community to succeed in plan implementation
4. Develop a place plan	4.1 Identify barriers, supports and additional resources required that may impact plan success
	4.2 Develop the plan through participation of the broad community, businesses, other government and non-government agencies and organisations
	4.3 Advertise and/or exhibit the plan and incorporate feedback in accordance with agency policies, protocols and procedures
	4.4 Present the plan to key decision-makers for endorsement
	4.5 Incorporate any amendments from key stakeholders
	4.6 Disseminate the plan to relevant agency or departmental personnel who will be involved in implementation
	4.7 Return the plan to the community for celebration and acknowledgment of completion
5. Manage and review implementation of place plan	5.1 Develop qualitative and quantitative performance measuring processes to be confirmed by the community
	5.2 Through participation of the community, regularly collect, analyse and display qualitative and quantitative data to provide accurate measures of implementation performance and progress
	5.3 Use information obtained during performance monitoring, both within and outside of the place, to modify and/or further develop the planned implementation program
	5.4 Ensure the community maintains interest and sense of ownership in implementation of plan

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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

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

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Assessment Requirements for CHCCDE014 Facilitate the development of community capacity to manage place making

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- conducted research to identify priorities, strengths and assets, including information, skills and opportunities for involvement in place management of 1 community
- supported 1 community to develop and monitor 1 place plan

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 the task and manage contingencies in the context of the 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
- community networks
- council policies, procedures and protocols
- planning controls, permissions and constraints
- factors that describe a ‘place’
- place management principles
- asset based community development
- community engagement principles
- individual character of a place, and a collective vision

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- multi-disciplinary programs, policies and initiatives relevant to client community groups
- partnership capacities to build partnerships between key stakeholders
- event coordination and marketing

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCOM001 Provide first point of contact

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS308B/HLTCOM301C. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to greet clients and exchange routine information, to prioritise the individual's needs, and to respond to immediate needs.

This unit applies to service delivery in all community services and health contexts. Workers at this level work under supervision with limited responsibility.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Greet and observe people	1.1 Listen to and greet people accessing service in a pleasant, respectful and accepting way 1.2 Respond to distressed people in a relaxed and calm manner and seek assistance as required 1.3 Respond appropriately to diverse people and behaviour in line with organisation requirements 1.4 Discuss any concerns or problems with supervisor

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Follow organisational procedures to collect routine client information	2.1 Collect and document identifying information in accordance with organisation and confidentiality requirements 2.2 Discuss reasons for contact with the service 2.3 Explain and uphold rights and responsibilities of the client and confirm understanding
3. Identify priority of need	3.1 Identify urgency and nature of need and refer in accordance with organisation guidelines 3.2 Identify and respond to issues of personal safety for self, clients and others in accordance with organisation procedures and scope of own role 3.3 Recognise situations beyond the scope of role and seek assistance
4. Provide service information	4.1 Provide client with current, relevant and culturally appropriate service information 4.2 Assist clients to contact other agencies or services as appropriate to obtain further information 4.3 Ask the client if information needs have been met and provide further assistance if 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.

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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

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Assessment Requirements for CHCCOM001 Provide first point of contact

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS308B/HLTCOM301C. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- provided information to 3 people presenting with multi-faceted needs
- collected and documented identifying information for 3 people accessing the service
- used communication and problem solving skills to respond appropriately to the behaviours of each of the following individuals at least once:
  - a person demonstrating aggressive behaviour
  - a person who is distressed
  - a person with a cognitive impairment

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:

- factors to consider when providing information and service:
  - cultural background
  - language spoken
  - literacy levels
  - disability
- strategies and techniques for dealing with problems and challenging behaviours and situations, including:

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  - aggressive or distressed behaviour
  - people with a cognitive impairment
- assertive communication and conflict avoidance techniques
- specific organisation or sector information:
  - client needs addressed by organisation and the impact of multi-faceted needs on service delivery
  - role of the organisation
  - information recording and storage systems
  - service features
  - types of information provided
  - links with other service providers
  - service transition and exit procedures
- legal and ethical considerations:
  - collection and storage of personal information
  - privacy, confidentiality and disclosure
  - duty of care

Assessment Conditions

Skills must have been 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
- modelling of industry operating conditions and contingencies, including:
  - interactions with people and co-workers from a range of diverse backgrounds
  - interactions with people displaying aggression, distress and cognitive impairment
  - typical workplace reporting processes

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCOM002 Use communication to build relationships

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge to apply specific communication techniques to establish, build and maintain relationships with clients, colleagues and other stakeholders based on respect and trust.

This unit applies to work across a range of workplace contexts where workers at all levels may communicate with individuals and/or groups both in person and in writing.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Communicate with clients and co-workers	1.1 Identify and use appropriate communication techniques to communicate with clients and colleagues 1.2 Communicate in a manner that demonstrates respect,

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	accepts individual differences and upholds rights
	1.3 Represent the organisation appropriately and in accordance with communication policies and protocols
	1.4 Provide information to clients and service providers in accordance with communication policies and protocols
2. Address communication needs	2.1 Recognise and support communication needs of clients, colleagues and external networks
	2.2 Facilitate access to interpreter and translation services as required
	2.3 Identify and address problems and communication barriers
	2.4 Defuse conflict or potentially difficult situations with clients and colleagues and refer in accordance with organisational requirements
	2.5 Seek and respond to feedback on the effectiveness of communication with clients, colleagues and external networks
3. Facilitate meetings	3.1 Develop an agenda and list of invited participants in consultation with appropriate people
	3.2 Communicate details of the meeting to the participants and other stakeholders in accordance with organisation communication protocols
	3.3 Contribute to and follow objectives and agendas for meeting
	3.4 Provide opportunities to fully explore all relevant issues and provide relevant information
	3.5 Use strategies that encourage all members to participate equally, including seeking and acknowledging contributions from all members
	3.6 Implement strategies to ensure the specific communication needs of individuals within the meeting are identified and addressed
	3.7 Facilitate the resolution of conflict between

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	participants
	3.8 Minute or record meeting in accordance with organisation requirements
	3.9 Evaluate meeting processes and identify lessons learned or opportunities for improvement

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

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

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Assessment Requirements for CHCCOM002 Use communication to build relationships

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- obtained feedback from 3 clients or colleagues on effectiveness of communication and responded appropriately
- prepared 3 types of written correspondence in accordance with organisation communication protocols
- facilitated resolution of 1 difficult situation with a client, colleague or service provider
- facilitated 1 meeting around a workplace issue

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- organisation communication policies and protocols
- different communication styles and techniques, and how they impact on interpersonal communication, including:
  - strategies for effective interpersonal communication

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  - person centred and rights based approaches
  - cross-cultural communication protocols
  - non-verbal communication cues
  - group processes and dynamics
  - motivational interviewing versus coercive approach
  - collaboration versus confrontation
- communication strategies to:
  - build and maintain relationships and trust
  - facilitate workplace meetings
  - negotiate for optimal outcomes
  - deliver business presentations
  - address barriers
  - solve problems and resolve conflict
- types of interpretation and translation services specific to the client group, and how to access them
- factors that commonly contribute to the development of communication barriers including high emotions, mistrust or misunderstandings
- professional relationship boundaries
- digital media and use in community services and health sector, including:
  - web
  - email
  - social media
  - podcast and videos
  - tablets and applications
  - newsletters and broadcasts
  - intranet
- written correspondence protocols and style guides, including letters, emails, minutes, case notes, reports

Assessment Conditions

Skills must have been 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 use of real workplace policies and procedures
- modelling typical workplace conditions, including:
  - interactions with clients and co-workers from a range of diverse backgrounds
  - facilitation of groups of at least 3 people
  - typical workplace reporting processes
  - interpreter and translation services where required
  - use of digital media

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCOM003 Develop workplace communication strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. new evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Also refer to CHCCOM004.

Application

This unit describes the skills and knowledge required to develop communication protocols for a team or business unit.

This unit applies to workers responsible for overseeing the communication of organisation-specific information to a range of internal and external stakeholders.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Develop communication strategies	1.1 Identify internal and external information needs 1.2 Identify competing or conflicting interests 1.3 Develop a range of communication strategies to meet organisation needs and goals 1.4 Develop a communication plan

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Establish communication protocols	2.1 Identify processes for adapting communication strategies to suit a range of contexts 2.2 Develop processes and protocols in line with communication strategies 2.3 Prepare information and resources to support the implementation of communication protocols
3. Promote the use of communication strategies	3.1 Present information to staff regarding communication strategies, protocols and organisation standards 3.2 Model effective oral and written communication and provide mentoring and/or coaching to staff 3.3 Maintain work-related networks and relationships to meet organisation objectives
4. Review communication practices	4.1 Obtain feedback from others to assess communication outcomes 4.2 Record lessons learnt and identify opportunities for continuous improvement

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

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCOM003 Develop workplace communication strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Also refer to CHCCOM004.

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:

- developed and presented 1 new communication strategy and associated protocols for a business unit or team
- developed and implemented 1 strategy for using digital media to provide information and promote organisation to clients

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- political, economic, social and technological factors
- competitors
- stakeholders
- organisational business and strategic plans
- SWOT analysis (strengths, weaknesses, opportunities and threats)
- legal and ethical considerations relating to communication:
  - privacy, confidentiality and disclosure
  - discrimination
  - duty of care
  - mandatory reporting

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    - informed consent
- organisation communication channels, including:
    - special communication needs of personnel
    - organisation processes and hierarchy
    - official communication channels
    - existing organisation protocols and etiquette for communication
    - possible communication barriers, restraints, difficulties
- a range of different communication strategies and plans including crisis communication plans
- financial implications including budgeting and return on investment
- mentoring and coaching principles and practices
- traditional media
- digital media including types, etiquette and marketing
- evaluation processes

Assessment Conditions

Skills must have been 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 use of real workplace policies and procedures
- modelling typical workplace conditions, including:
    - interactions with clients and co-workers from a range of diverse backgrounds
    - presentations to groups of at least 3 people
    - typical workplace reporting processes
    - use of presentation media

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCOM005 Communicate and work in health or community services

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS411C and HLTHIR301C. Significant changes to performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers.

This unit applies to a range of health and community service contexts where workers may communicate face-to-face, in writing or using digital media and work with limited responsibility under direct or indirect supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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ELEMENT	PERFORMANCE CRITERIA
1. Communicate effectively with people	1.1 Use verbal and non-verbal communication to enhance understanding and demonstrate respect 1.2 Communicate service information in a manner that is clear and easily understood 1.3 Confirm the person's understanding 1.4 Listen to requests, clarify meaning and respond appropriately 1.5 Exchange information clearly in a timely manner and within confidentiality procedures
2. Collaborate with colleagues	2.1 Listen to, clarify and agree timeframes for carrying out workplace instructions 2.2 Identify lines of communication between organisation and other services 2.3 Use industry terminology correctly in verbal, written and digital communications 2.4 Follow communication protocols that apply to interactions with different people and lines of authority
3. Address constraints to communication	3.1 Identify early signs of potentially complicated or difficult situations and report according to organisation procedures 3.2 Identify actual constraints to effective communication and resolve using appropriate communication strategies and techniques 3.3 Use communication skills to avoid, defuse and resolve conflict situations
4. Report problems to supervisor	4.1 Comply with legal and ethical responsibilities and discuss difficulties with supervisor 4.2 Refer any breach or non adherence to standard procedures or adverse event to appropriate people 4.3 Refer issues impacting on achievement of employee, employer and/or client rights and responsibilities

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Refer unresolved conflict situations to supervisor
5. Complete workplace correspondence and documentation	5.1 Complete documentation according to legal requirement and organisation procedures 5.2 Read workplace documents relating to role and clarify understanding with supervisor 5.3 Complete written and electronic workplace documents to organisation standards 5.4 Follow organisation communication policies and procedures for using digital media 5.5 Use clear, accurate and objective language when documenting events
6. Contribute to continuous improvement	6.1 Contribute to identifying and voicing improvements in work practices 6.2 Promote and model changes to improved work practices and procedures in accordance with organisation requirements 6.3 Seek feedback and advice from appropriate people on areas for skill and knowledge development 6.4 Consult with manager regarding options for accessing skill development opportunities and initiate action

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.

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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

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Assessment Requirements for CHCCOM005 Communicate and work in health or community services

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCOM201C/ CHCCS411C/ CHCNET301D/ HLTHIR301C. Significant changes to performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- demonstrated effective communication skills in 3 different work situations
- clarified workplace instructions and negotiated timeframes with 2 colleagues
- responded appropriately to 3 different situations where communication constraints were present
- completed 2 written or electronic workplace documents to organisation standards

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:

- legal and ethical considerations in relation to communication:
  - privacy, confidentiality and disclosure
  - discrimination

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    - duty of care
    - mandatory reporting
    - translation
    - informed consent
    - work role boundaries – responsibilities and limitations
    - child protection across all health and community services contexts, including duty of care when child is not the client, indicators of risk and adult disclosure
- sources of information and the application of legal and ethical aspects of health and community services work
- ethical decision making and conflicts of interest
- principles of effective communication, including models, modes and types
- communication techniques:
    - open ended questions, affirmations, reflections and summaries
    - difference between motivational interviewing and coercive approach
    - difference between collaboration and confrontation
- influences on communication:
    - language
    - culture
    - religion
    - emotional state
    - disability
    - health
    - age
- potential constraints to effective communication in health and community service contexts
- health and community services industry terminology relating to role and service provision
- importance of grammar, speed and pronunciation for verbal communication
- when and how to use and recognise non-verbal communication
- structure, function and interrelationships between different parts of the health and community service system
- organisation structure and different models to support optimum client service:
    - principles underpinning person-centred service delivery
    - principles of rights-based service delivery
    - different roles and responsibilities of team
    - characteristics of multi-disciplinary teams and how they are used
    - relationships between different members of the health and community services workforces
    - role of support services
    - links and interrelationships with other services
    - funding environment
- digital media and use in community services and health sector, including:
    - web

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- email
- social media
- podcast and videos
- tablets and applications
- newsletters and broadcasts
- intranet

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCOM006 Establish and manage client relationships

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical error updated. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge to establish and manage professional one-to-one relationships with clients in the context of providing an ongoing health service or intervention.

This unit applies to community services or health workers who have defined responsibilities to work independently with clients within broad but established guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Establish professional relationship with the client	1.1 Establish relationship within appropriate professional boundaries 1.2 Build trust and respect through use of effective

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
	communication techniques
	1.3 Identify and respond to client special needs
	1.4 Communicate in ways that take account of cultural considerations
	1.5 Exercise discretion and confidentiality
2. Manage client interactions	2.1 Use a collaborative and person centred approach when working with clients
	2.2 Use motivational interviewing as a basis for client interactions
	2.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions
	2.4 Support the client to identify and articulate key information that supports the provision of service
	2.5 Encourage clients to voice queries or concerns and address these appropriately
	2.6 Respond to difficult or challenging behaviour using established techniques
	2.7 Maintain professional integrity and boundaries at all times
	2.8 Work within scope of role and identify and respond to situations where interactions suggest the need for client referral
3. Provide effective responses to client enquiries	3.1 Select the most appropriate mode of communication for the information being provided
	3.2 Use language and terminology that the client will understand
	3.3Present information clearly and with sufficient detail to meet client needs
	3.4 Confirm with client that the information has been understood and address any unresolved issues

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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

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

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Assessment Requirements for CHCCOM006 Establish and manage client relationships

Modification History

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Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical error updated. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- established and managed client relationships and boundaries appropriately during the provision of services to 3 clients
- developed responses to 3 different situations involving difficult or challenging behaviour

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for establishing and managing client relationships and how these are applied:
  - privacy, confidentiality and disclosure
  - human rights
  - work role boundaries including:
    - responsibilities and limitations
    - appropriate sexual, physical and emotional boundaries

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    - use of enquiry only as appropriate and necessary
    - awareness of potential client transference
    - staying within area of expertise
- modes and techniques for effective communication, including:
    - active listening, questioning, clarifying, advising
    - empathy, trust and respect
    - appropriate verbal and non-verbal communication
    - use of communication aids
    - tone and presentation
- role of motivational interviewing during client interactions to facilitate:
    - client support
    - case taking
    - negotiation with client
    - education of client
    - information giving
- techniques for motivational interviewing:
    - attending skills, use of body language
    - paraphrasing
    - reflecting feelings
    - open and closed questioning or probing
    - summarising
    - reframing
    - exploring options
    - normalising statements
- barriers and influences on communication and ways to respond:
    - language
    - culture
    - religion
    - emotional state
    - disability
    - health
    - age
    - presence of children and/or spouse
- techniques for dealing with difficult communication situations:
    - managing emotions
    - defusing anger
    - clarifying the issues
    - maintaining composure and professional attitude
    - providing support
    - seeking assistance

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- types of information that may be provided to clients as relevant:
  - appointment details, directions
  - costs and payment options
  - client options, service information, referral details
  - general health and self care information
  - service provider credentials or information

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCSL001 Establish and confirm the counselling relationship

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements. Supersedes CHCCSL501A

Application

This unit describes the skills and knowledge required to use a structured approach to counselling to determine, establish and confirm the nature of the counsellor client relationship according to the agency's counselling model.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use a structured approach to counselling	1.1 Analyse existing client information prior to commencement of counselling session 1.2 Use initial session to gather additional client

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ELEMENT	PERFORMANCE CRITERIA
	information as a foundation for counselling process
	1.3 Select and use communication techniques that support the initial counselling session objectives
	1.4 Follow a structured approach to counselling based on client needs and expectations
2. Establish the nature of the helping relationship	2.1 Provide information that assists clients to understand the nature of the counselling service on offer
	2.2 Clarify, confirm or modify client expectations of the counselling service
	2.3 Identify client anxieties about the counselling process and explore with clients
	2.4 Acknowledge and show respect for client's immediate concerns
	2.5 Clarify both expectations and commitment to the counselling relationship and confirm with clients
	2.6 Identify indicators of client issues beyond scope of own role and report or refer according to presenting issue and organisation requirements
3. Confirm the helping relationship	3.1 Explore options and approaches for the relationship with clients according to individual need
	3.2 Agree priorities and develop a plan for counselling in collaboration with the client
	3.3 Make documented agreement with the client that addresses disclosure and organisation requirements

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

No equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCSL001 Establish and confirm the counselling relationship

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements. Supersedes CHCCSL501A

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:

- conducted an initial session with at least 3 different clients presenting with different issues, to establish, confirm and document the nature of the helping relationship, including:
  - followed the structure and process of a counselling interview
  - developed counselling plans that include required:
    - safety or reporting issues
    - recording of clients own identified priorities
    - observations of client requirements
    - involvement of other agencies/referral information
    - special needs information
    - goals
    - evaluation strategies
  - used communication techniques, including:
    - effective use of body language

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- paraphrasing
- reflecting feelings
- open and closed questioning or probing
- summarising
- reframing.

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:

- legal and ethical considerations for the initial stages of counselling, and how these are applied in individual practice:
  - codes of conduct/practice
  - contract requirements, formats for contracts and key information for inclusion in a counselling contract
  - discrimination
  - duty of care
  - human rights
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - work role boundaries – responsibilities and limitations of the counsellor role
  - work health and safety
- the counselling process, including:
  - what clients have a right to expect
  - principles of person-centred practice
  - purpose of counselling
  - how counselling has evolved as a helping relationship
  - place of counselling within the helping services
  - scope and nature of the counselling relationship, including professional limitations
  - impact of own values on the counselling relationship
- counselling planning, its scope, and techniques for creating a counselling plan, including requirements for:
  - safety or reporting issues
  - recording of clients own identified priorities
  - observations of client requirements
  - involvement of other agencies/referral information
  - special needs information

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  - goals
  - evaluation strategies
- communication techniques, including:
  - effective use of body language
  - paraphrasing
  - reflecting feelings
  - open and closed questioning or probing
  - summarising
  - reframing
- types of issues with which clients may present, the extent to which these fall within the counselling scope of practice, and options for referral, including for:
  - alcohol and other drugs
  - domestic and family violence
  - financial difficulty
  - homelessness
  - mental illness
  - problem gambling.

Assessment Conditions

Skills must have been 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 template documentation for counselling agreements
- modelling of industry operating conditions, including scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCSL003 Facilitate the counselling relationship and process

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements. Supersedes CHCCSL503B

Application

This unit describes the skills and knowledge to support clients to identify and work though concerns, and to manage the overall counselling process to its conclusion.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Support clients to identify concerns	1.1 Follow the client's story and stay with their perspective to assist the client to feel comfortable and express their concerns freely 1.2 Explore the client's presenting issues and establish their nature and depth, giving attention to the possibility

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ELEMENT	PERFORMANCE CRITERIA
	of underlying issues
	1.3 Identify and promptly deal with situations requiring immediate action
	1.4 Support clients to identify their primary concerns in relation to the presenting issues and to prioritise concerns on which to work
	1.5 Recognise indicators of client issues requiring referral and report or refer appropriately in line with organisation requirements
2. Support 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 in client's experience as appropriate
	2.4 Identify and implement interventions that have meaning for the client's immediate situation and that are most likely to facilitate client understanding and actions
	2.5 Support client to identify and use known and previously unknown strengths
	2.6 Explore perceptions of client's feelings by reflecting back, clarification and review
	2.7 Assist clients to become aware of underlying issues where appropriate and begin to identify ways of dealing with them
	2.8 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 Proactively identify and work on threats and disruptions to the counselling process with clients
	3.3 Review and compare own and client's perceptions of the process and provide suggestions and advice in response
	3.4 Address any tension between client's hopes and expectations and the reality of resource limitations
	3.5 Facilitate change at a pace the client can tolerate and assimilate
	3.6 Recognise and assess the appropriateness of ending

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ELEMENT	PERFORMANCE CRITERIA
	the current counselling
	3.7 Acknowledge, value and work with individual uncertainty in the counselling relationship
	3.8 Apply ethical codes of conduct in addressing counselling dilemmas
4. Bring the counselling process to an end	4.1 Enable client to identify when the process is approaching its conclusion
	4.2 Enable client to identify, acknowledge and evaluate what is and is not changing, both in the counselling process and in their situation and understanding
	4.3 Use the ending process to enable client to understand the nature and impact of earlier issues
	4.4 Use boundaries of the counselling relationship to assist the ending process
	4.5 Plan, structure and contract endings appropriately with client
	4.6 Support client's 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 documentation and reporting according to organisation requirements

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

No equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCSL003 Facilitate the counselling relationship and process

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements. Supersedes CHCCSL503B

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 the counselling process for at least 3 different clients with varying presenting issues, in at least 3 sessions per client
- facilitated client sessions using all aspects of the counselling process:
  - identifying concerns
  - working through concerns
  - monitoring the counselling relationship
- followed processes to bring the counselling process to an end on at least 2 occasions.

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:

- legal and ethical considerations for the counselling relationship, and how these are applied in individual practice:
  - codes of conduct/practice

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    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations
    - work health and safety
- different agency and organisation models of counselling and intervention
- the counselling process, including:
    - what clients have a right to expect
    - principles of person-centred practice
    - purpose of counselling
    - how counselling has evolved as a helping relationship
    - place of counselling within the helping services
    - scope and nature of the counselling relationship, including professional limitations
    - impact of own values on the counselling relationship
- obstacles to the counselling process, including:
    - psychological
    - physical
    - economic
- indicators of needs requiring referral, and referral options
- structure of key stages of a counselling session, and techniques for managing each stage, including:
    - introduction and establishment of relationship
    - body (getting the client's story)
    - issues identification and exploration
    - options and plan for change
    - session closure
- self-awareness including:
    - role within the organisation
    - limits of competence and responsibility
    - personal strengths and limitations
    - individual needs for support and supervision
    - impact of own values and beliefs on capacity to be non-judgemental.

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Assessment Conditions

Skills must have been 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 client information
- modelling of industry operating conditions, including:
  - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
  - scenarios that involve problem solving.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCSL007 Support counselling clients in decision-making processes

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements. Supersedes CHCCSL507B

Application

This unit describes the skills and knowledge required to assist clients to clarify their goals, explore options and develop a course of action.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues, within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist clients to clarify goals and requirements	1.1 Explain clearly to clients the policy on record-keeping and confidentiality
	1.2 Encourage clients to identify and explore their aims,

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ELEMENT	PERFORMANCE CRITERIA
	requirements and ideas
	1.3 Assist clients to identify practical goals and requirements for these, and discuss with clients how goals might be modified based on client strengths
	1.4 Identify situations where aims and requirements of clients cannot be met, and make referrals to alternative sources of guidance and support
2. Explore options with clients	2.1 Identify collaboratively potential courses of action for meeting individual aims and requirements
	2.2 Identify and explore factors which could influence the preference for, and ability to achieve, a course of action
	2.3 Determine and explore features and likely consequences of possible courses of action
	2.4 Check client's understanding of what is likely to be involved in each possible course of action
3. Support client to reach decisions	3.1 Assist clients to assess possible advantages and disadvantages of each possible course of action, and their appropriateness for meeting client requirements
	3.2 Encourage clients to decide on a course of action and to consider alternatives which could be used, if necessary
	3.3 Document decisions and agreed ongoing support within organisation guidelines

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

No equivalent unit

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Links

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Assessment Requirements for CHCCSL007 Support counselling clients in decision-making processes

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements. Supersedes CHCCSL507B

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 collaboratively to provide decision-making and action planning support to at least 3 clients
- demonstrated skills in working with 3 different decision-making models for the following:
  - identifying and exploring options
  - counselling process and methods
  - problem solving
  - action planning
  - documenting decisions.

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:

- legal and ethical considerations for counselling, and how these are applied in individual practice:

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  - codes of conduct/practice
  - discrimination
  - duty of care
  - human rights
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - work role boundaries – responsibilities and limitations
  - work health and safety
- different agency and organisation models of counselling and intervention
- types of goals that may be set for different circumstances
- key concepts, principles and practices of 3 different decision-making models
- obstacles to decision making and planning in the counselling context
- problem solving and action planning techniques in the counselling context
- referral options.

Assessment Conditions

Skills must have been 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 client information
- modelling of industry operating conditions, including:
  - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
  - scenarios that involve problem-solving.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCSM002 Implement case management practice

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removal of Duplicate performance criteria. Equivalent outcome
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to develop and implement an action plan for complex case management based on existing goal directed plans that address predetermined needs.

Workers at this level will demonstrate autonomy, well-developed judgement, adaptability and responsibility and are typically already experienced in working intensively with clients requiring support.

This unit applies to work in a range of health and community service sector contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Initiate complex case management process	1.1 Confirm eligibility of client for case management and match their profile against service eligibility criteria
	1.2 Inform the client of all rights and responsibilities and obtain client's consent to involvement in case management
	1.3 Collect information about the client, maintain confidentiality and privacy and minimise any duplication
	1.4 Work with the client to confirm and prioritise needs and to pursue relevant, achievable and time-framed goals
	1.5 Recognise and respect the client's right to self-determination within legal parameters
	1.6 Identify social, economic, housing, personal and family factors that may influence the client's health, well being and level of independence
	1.7 Discuss the case management process with the client, the complaint and appeal processes and the service criteria for exit
	1.8 Ascertain specific cultural needs of the client to provide appropriate services and support for their development
	1.9 Estimate the level of case management support required to implement the client's plan and discuss with all relevant parties
2. Identify and consider possible solutions to complex issues	2.1 Identify complex legal and ethical issues and questions about aspects of case management and resolve in line with organisation guidelines and regulatory requirements or seek appropriate resources
	2.2 Identify complex issues relating to funding of service provision and administer resources within relevant regulatory framework
	2.3 Ensure ethical standards are addressed to protect the autonomy, dignity, privacy and rights of the client
	2.4 Advocate for client-centred solutions to complex identified needs at service delivery and policy-making levels
	2.5 Collaborate with colleagues, professionals and between services as needed to meet client's needs,

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	achieve goals and to optimise outcomes
	2.6 Maintain up-to-date knowledge of, and links with, available resources and services within the community
3. Develop plan of action to address identified priorities	3.1 Use client identified goals and needs assessment to develop and agree on a plan of action
	3.2 Support and develop the client's ability to independently access alternative resources to address needs
	3.3 Conduct research to establish an informed plan of action
	3.4 Evaluate any barriers that may restrict the client's ability to meet identified goals and determine strategies to minimise their impact
	3.5 Plan actions that are within client's financial resources
	3.6 Convene and/or participate in case conferences with services providers and/or family, carers, natural supports and relevant others
	3.7 Seek and obtain the client's consent to undertake any referrals to other services and/or organisations
	3.8 Provide the client with timely information about available service options and support them to make informed decisions and exercise choice in all stages of the case management process
	3.9 Document the client's goals and determine how effectiveness of interventions will be measured and evaluated
4. Monitor service provision and coordination	4.1 Communicate with service providers to discuss the case management plan, identify problems and adjust as necessary
	4.2 Advocate for service system improvements and identify and communicate gaps and/or inadequate services to program managers

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	4.3 Make adjustments to services, supports and resources according to client's needs and financial parameters
	4.4 Document and report to relevant organisation or funding body the implications from any variations to expected plan
5. Evaluate client outcomes	5.1 Undertake periodic reassessment and evaluation of outcomes against expected outcome
	5.2 Obtain information from clients, service providers, funding bodies and case managers to determine progress and evaluate against identified goals in the plan
	5.3 Evaluate the effectiveness of plan adjustments to address client's ongoing situation and changing needs
	5.4 Evaluate the effectiveness of case management processes and service delivery, including client satisfaction and costs against benefits
	5.5 Work with the client to evaluate ongoing support needs to meet their goals, including review of parameters for disengagement
	5.6 Evaluate financial outcomes of adjustments to plan
	5.7 Identify opportunities for the client to maintain or develop independence from any aspect of the plan
	5.8 Document and report client outcomes and satisfaction in accordance with organisation requirements

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.

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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

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Assessment Requirements for CHCCSM002 Implement case management practice

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removal of Duplicate performance criteria. Equivalent outcome
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 case management practice for 3 complex cases involving people with a diverse range of issues, goals and barriers

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:

- case management practice and approaches, including:
  - client-centred
  - evidence-based
  - holistic
  - inclusive
  - strength-based
- case management models and practices literature and current literature in area of practice

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- current national standards for practice of case management
- wide range of services and resources available to clients
- components of service delivery system
- funding processes and bodies related to provision of relevant services and resources
- characteristics and needs of identified client population
- nature and significance of service setting
- legal and ethical considerations relevant to case management and how these are applied in organisations and individual practice:
  - professional standards
  - code of ethics
  - duty of care
  - voluntary assumption of risk
  - informed consent
  - privacy, confidentiality and disclosure
  - mandatory reporting
- documentation requirements and practices
- complex case management processes, including:
  - complexity of client circumstances or needs
  - complex range of issues involved in addressing client needs
  - involvement of multiple service providers
  - longevity of case management process
  - family relationship problems
  - 1 or more of the following issues; social, economic, housing and health
- complex client needs, including:
  - needs requiring multiple service types with heightened needs for collaboration between service providers
  - a range of needs that may not be met by currently available services and resources
  - family and/or carer needs that require additional services
  - unstable health conditions
  - housing and/or financial problems
  - alcohol and/or drug use
- barriers that may restrict client's ability to meet identified goals, including:
  - physical, mental or emotional issues or events
  - legal or regulatory constraints
  - incidents or accidents
  - cultural issues
  - service provider issues
  - eligibility criteria
  - housing
  - financial problems

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- alcohol and/or drug use
- health

Assessment Conditions

Skills must have been 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 individualised case management plans
- modelling of industry operating conditions, including:
  - scenarios that reflect standard operating conditions and contingencies
  - links to other local service agencies or organisations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCSM005 Develop, facilitate and review all aspects of case management

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to undertake case management meetings to plan, monitor and review service provision.

Workers at this level work autonomously and are responsible for own outputs within organisation guidelines.

This unit applies to work in a range of health and community services contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1.Determine appropriate response to case management in accordance with organisation	1.1 Develop and utilise case management processes in accordance with statutory requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
and legislative requirements	1.2 Implement appropriate processes to enable the client to set goals and participate in case management processes
	1.3 Integrate appropriate cultural considerations into all aspects of case management planning
	1.4 Provide information on rights of appeal and avenues of complaint so the client understands rights and responsibilities
2. Conduct case management meetings	2.1 Facilitate information sharing with the client and establish an appropriate rapport
	2.2 Identify and agree client and worker roles, responsibilities, boundaries and processes of service delivery
	2.3 Determine and agree organisation, family and community needs, responsibilities and rights
3. Develop an appropriate case management plan	3.1 Collaborate with the client to identify strengths, abilities and goals and develop an agreed approach to case management
	3.2 Develop a case management plan to reflect initial assessment of needs
	3.3 Work with the client to identify the full range of immediate, short and long term needs of the client and other relevant parties
	3.4 Establish and agree on processes to monitor and change 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 or service provider
	3.7 Assist clients to set and achieve realistic targets for change or action and to take personal responsibility

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
4. Monitor and review case work activities and processes	4.1 Implement strategies to regularly monitor the effectiveness of case management processes against agreed goals, service provision and client and stakeholder satisfaction 4.2 Assess the need for changes in case plan and develop strategies for appropriate alternatives and/or ongoing interventions 4.3 Negotiate with relevant parties any proposed changes arising from case review 4.4 Document all case work interventions in compliance with evidence based practice and confidentiality requirements 4.5 Implement case closure in accordance with organisation procedures

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

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

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Assessment Requirements for CHCCSM005 Develop, facilitate and review all aspects of case management

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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, facilitated and reviewed all aspects of case management for 3 clients

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:

- evidence based practice requirements
- approaches to service delivery, including:
  - strength-based
  - rights-based
  - person-centred
  - needs-based
- contemporary behaviour change models, practices and interventions
- privacy and confidentiality
- formal meeting processes
- relevant organisation and regulatory standards, policy, procedures, legislation and statutory mandates
- risks and responsibilities relating to duty of care for:
  - child protection

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  - domestic violence
  - suicide
  - elder abuse
  - disabilities
- considerations, protocols, history and special needs of diverse client populations, including:
  - culturally and linguistically diverse (CALD)
  - Aboriginal and/or Torres Strait Islander people
  - people with disability
  - lesbian, gay, bi-sexual, transgender, intersex (LGBTI)
  - people experiencing or at risk of homelessness
  - older people
  - children and young people
- family structure, dynamics, communication and decision-making
- relevant documentation protocols
- monitoring and review processes
- range of available services
- rights, roles and responsibilities of people within the decision making process
- the impact of values systems of worker, client and key stakeholder on outcomes
- ways of addressing experience, skills values and development of participants

Assessment Conditions

Skills must have been 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 individualised case plans
- modelling of industry operating conditions, including:
  - scenarios that reflect standard operating conditions and contingencies
  - links to other local service agencies or organisations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCCSM006 Provide case management supervision

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCM605 CHCCM504 Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge to take a leadership role in the delivery of quality case management. This includes disseminating information and providing advice on practice issues relating to case management within the organisation.

Workers at this level work autonomously and are responsible for own outputs within broad but defined organisation guidelines.

This unit applies to work in a range of health and community services contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Develop and promote practice standards	1.1 Develop standards of practice and promote to workers 1.2 Identify strategies for continuous improvement which

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	relate to case management practice and integrate into work systems
	1.3 Implement appropriate training and development strategies to maintain currency with accepted best practice and relevant legislation
	1.4 Work collaboratively with workers to develop individual reflective and ethical practice strategies
2. Support and lead colleagues in case management practice	2.1 Provide support, practice advice and direction consistent with organisation service and professional standards
	2.2 Challenge and support worker to ensure casework plans and actions are up to date, evidence based and in line with organisation procedures and legislative requirements
	2.3 Implement strategies to provide workers with access to casework consultation with other workers to maximise their effectiveness
	2.4 Implement strategies to provide workers with access to, and consultation with, culturally specific workers
	2.5 Access and apply specialist practice knowledge in the workplace and provide supervision to workers around the achievement of case work objectives
	2.6 Advise worker on the full range of legislative provisions relevant to case management, and worker and organisation responsibilities
3. Provide practice advice on complex cases	3.1 Analyse and assess case management plans and provide feedback and advice in relation to options for implementation and further development
	3.2 Advise workers on organisation processes to collect information from key stakeholders that contributes to continuous improvement
	3.3 Update workers on changes to legislation, policy and organisation procedures
	3.4 Routinely monitor progress on case plans and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	recommend changes, as required, to improve outcomes and quality of service delivery
	3.5 Implement stakeholder consultation strategies for specialist information and options for future action
	3.6 Escalate and refer client issues beyond role in accordance with organisation requirements
4. Reflect and improve on own supervision provision	4.1 Evaluate own supervision in consultation with peers and senior colleagues
	4.2 Identify areas for improvement and opportunities for development
	4.3 Escalate and refer supervision issues beyond role in accordance with organisation and role requirements

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

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

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Assessment Requirements for CHCCSM006 Provide case management supervision

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCM605 CHCCM504 Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- led and advised at least 2 case workers on a complex case, including
  - providing direction, support, recommendations and advice
  - promoting best practice
  - monitoring case progress

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:

- legal and ethical considerations relevant to case management supervision and how these are applied in organisations and individual practice:
  - duty of care
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - complaints
  - codes of practice and ethics
- theory and practice of case management and supervision

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- practice model of supervision
- own value base and belief system
- cultural competence
- culturally specific workers and how to access
- responsibilities and responses to client risks

Assessment Conditions

Skills must have been 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 individualised case plans
- modelling of industry operating conditions, including:
  - scenarios that reflect standard operating conditions and contingencies
  - links to other local service agencies or organisations
  - interactions with case workers

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDFV001 Recognise and respond appropriately to domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV301A/CHCDFV403C. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the knowledge and skills required to identify and respond to the needs of clients who may be experiencing domestic and family violence, including responding to immediate intervention and support needs.

This unit applies to health and community service workers providing services according to established organisation procedures. These workers may not be specialised family violence workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Adopt work practices that support interactions with those affected by domestic and family violence	1.1 Adopt work practices that reflect the values and philosophies of domestic violence work 1.2 Plan work practices and access environments that support client and worker safety

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify and participate in support processes for workers exposed to domestic and family violence
	1.4 Apply organisation standards and procedures and comply with legislative and statutory requirements
2. Identify client needs	2.1 Explain rights and responsibilities of client and worker and promote throughout client contact
	2.2 Use interpersonal skills that develop rapport and promote confidence, and full, accurate and relevant exchange of information
	2.3 Show sensitivity to client's specific needs and any cultural, family and individual differences
	2.4 Assess information for complexity, urgency and eligibility so that priorities for service delivery and safety can be identified
	2.5 Identify and respond to any indications of risk or threats to safety
3. Respond to client needs	3.1 Identify worker and workplace limitations in addressing and assessing client needs and make referrals or seek assistance from appropriate persons
	3.2 Prioritise the physical and emotional safety of clients, their family and workers in developing responses
	3.3 Negotiate and agree strategies for intervention with the client before commencing work
	3.4 Provide client with information about available services for meeting their needs
	3.5 Complete accurate and comprehensive records, reports and referral information according to organisation requirements

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.

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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

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Assessment Requirements for CHCDFV001 Recognise and respond appropriately to domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV301A/CHCDFV403C. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 responded to the needs of at least 3 clients affected by domestic and family violence, according to legal and ethical requirements
- used the following interpersonal skills with clients:
  - questioning
  - active listening
  - rapport building.

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:

- legal and ethical considerations (national and state/territory) for workers interacting with clients affected by domestic and family violence , and how these are applied in organisations and individual practice:
  - children in the workplace
  - codes of conduct
  - discrimination
  - duty of care

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    - human rights
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of:
        - workers and employers
        - individuals, families, the community and society to minimise or prevent domestic violence
    - work role boundaries – responsibilities and limitations
    - work health and safety
- domestic violence and its context, including:
    - 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
    - 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
- underpinning values and philosophies in responding to domestic and family violence, including:
    - 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
    - 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
    - commitment to meeting the needs and upholding the rights of clients
    - 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
- the differences between responding to clients in a crisis situation and those requiring long term support
- immediate needs for assessment, including:
    - 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

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- organisation procedures, practices and standards for:
  - client assessment
  - allocation of services
  - case management
  - interviewing
  - use of resources
  - programmed intervention
  - referral
- groups represented within the local community (cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- referral sources and associated protocols
- own values and attitudes and their potential impact on clients.

Assessment Conditions

Skills must have been 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:
  - client information
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve interactions with other people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDFV002 Provide support to children affected by domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV408C

Application

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.

This unit applies to health and community service workers providing services according to established organisation procedures. These workers may not be specialised family violence workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish confidence and	1.1 Use interpersonal skills to establish rapport and

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ELEMENT	PERFORMANCE CRITERIA
rapport with children	develop a trusting relationship with the child/young person
	1.2 Encourage children and young people to communicate their feelings, experiences and fear
	1.3 Show sensitivity to cultural, family, individual differences and any specific needs
	1.4 Conduct interactions with children/young people in a welcoming environment and atmosphere that could be considered safe by children/young people
	1.5 Make children and/or young people aware of their rights, service and support options
	1.6 Apply organisation standards and procedures and comply with legislative and statutory requirements
2. Explore issues and develop plans	2.1 Use 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 priorities for service delivery
	2.5 Develop and document support plans with each child/young person that take into account their needs or wishes, and, where appropriate, the wishes of their care-giver
3. Provide support, advocacy and information	3.1 Use strategies that account for children's age, developmental level and their physical and emotional safety
	3.2 Provide services and referrals to support key relationships for the child/young person
	3.3 Put in place mechanisms that support appropriate parenting
	3.4 Provide support services and information to the family according to individual needs
	3.5 Provide short term follow up to the child/young

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ELEMENT	PERFORMANCE CRITERIA
	person to help maintain their safety and to address any further needs
	3.6 Advocate, where appropriate, for the child/young person's needs and rights to safety in interactions with the care-giver
	3.7 Complete record-keeping and reporting in accordance with organisation standards and procedures and legislative and statutory requirements

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

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

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Assessment Requirements for CHCDFV002 Provide support to children affected by domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV408C

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 3 children affected by domestic and family violence according to legal and ethical requirements using a process of:
  - establishing a relationship with the child
  - exploring issues and concerns
  - developing a support plan
  - providing ongoing support and information
- identified and responded appropriately to 3 different situations where there are immediate safety concerns
- used age-appropriate interpersonal and communication skills when interacting with children, including:
  - questioning
  - active listening
  - rapport building
  - storytelling
- used age-appropriate resources and techniques, including:
  - information resources

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- physical resources
- activities.

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:

- legal and ethical considerations (national and state/territory) for working with children affected by domestic and family violence, and how these are applied in organisations and individual practice:
  - codes of conduct
  - duty of care
  - human rights
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of:
    - workers and employers
    - individuals, families, the community and society to minimise or prevent domestic violence
  - specific legislation that applies, including:
    - child protection
  - work role boundaries – responsibilities and limitations
  - work health and safety
- potential effects of witnessing/experiencing domestic violence on children and young people including the effects on their overall development
- age and developmentally appropriate resources and strategies
- development and language levels of children at different stages/ages
- the links between domestic violence and other forms of child abuse such as sexual abuse, physical abuse, psychological abuse and neglect
- services available for children/young people and their families
- organisation procedures, practices and standards for:
  - client assessment
  - allocation of services
  - case management
  - interviewing
  - use of resources
  - programmed intervention
  - referral
- factors related to domestic violence victimisation that impact upon the care-giver’s ability to parent effectively

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- groups represented within the local community (cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- referral sources and associated protocols
- own values and attitudes and their potential impact on clients.

Assessment Conditions

Skills must have been 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:
  - client information
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve interactions with children.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDFV003 Promote community awareness of domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV404C

Application

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 to support prevention.

This unit applies to workers in a range of community service contexts. These workers may not be specialised family violence workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Identify information, resource and service requirements	1.1 Identify and review domestic violence information, resources and services available in the community 1.2 Review relevance of existing community activities and materials based on changing community needs and organisation philosophy 1.3 Identify gaps and inadequacies in existing information, resources and services 1.4 Complete research to ensure that information reflects the underpinning values and philosophies of domestic violence including a domestic violence prevention focus
2. Support community participation	2.1 Support community participation in activities that promote and prevent domestic and family violence 2.2 Use interpersonal and networking skills to enlist support from key people and groups influencing community values 2.3 Provide opportunities for key people and groups to participate in designing and evaluating programs, policies and strategies to address changing needs 2.4 Undertake collaborative planning to develop and document policies and strategies that address identified community needs
3. Promote domestic violence awareness	3.1 Identify and use opportunities to formally and informally communicate and promote awareness of domestic violence 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 3.4 Identify opportunities for community education, 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDFV003 Promote community awareness of domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV404C

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 at least 1 program to promote community awareness of domestic and family violence including using communication methods suited to the specific community:
  - identified and documented specific needs
  - collaborated with at least 3 internal/external colleagues and community members
  - created a project plan that provides details of:
    - scope
    - timelines and responsibilities
    - resource requirements
    - communication requirements.

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:

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- legal and ethical considerations (national and state/territory) for domestic and family violence, and how these are applied in organisations and individual practice:
  - codes of conduct
  - copyright and intellectual property
  - discrimination
  - duty of care
  - human rights
  - privacy, confidentiality and disclosure
  - rights and responsibilities of:
    - workers and employers
    - individuals, families, the community and society to minimise or prevent domestic violence
  - work role boundaries – responsibilities and limitations
- general principles and practices of community development, education and consciousness raising
- domestic violence and its context, including:
  - 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
  - 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
- underpinning values and philosophies relating to domestic violence, including:
  - 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
- cultural and language groups represented within the local/regional community, and a respect for their values and beliefs
- impacts of cultural, sub-cultural, social, sexual identity, religious, gender, age, disability, language issues, etc. on attitudes towards domestic violence
- key people and groups within the community who are able to influence community values
- current theory and research knowledge in the domestic violence area
- processes used to formally and informally communicate the domestic violence prevention needs of the community
- organisation current domestic violence activities, programs and services

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- current organisation procedures, protocols and practice for promotion of services
- program planning techniques.

Assessment Conditions

Skills must have been 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:
  - current information about domestic and family violence
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve interactions with other people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV406C

Application

This unit describes the skills and knowledge required to establish and maintain community relationships, work within cultural protocols and support people who have been affected by domestic and family violence. It requires sensitivity and understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills.

This unit applies to community services workers providing services in Aboriginal and/or Torres Strait Islander communities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain relationship with community	1.1 Establish and maintain relationships with key people in a community to promote services and to develop respect, acceptance, confidence and credibility
	1.2 Identify and respect restrictions and protocols regarding communicating and relating with the community and its members
	1.3 Support community programs which meet the needs identified by clients
	1.4 Collect and review 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 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 to meet requirements of the community and specific needs of individuals
	2.4 Use values, issues and structures within the community to maximise outcomes for clients
	2.5 Work with the whole family including perpetrators, siblings, extended family and community members according to individual needs
	2.6 Make work consistent with organisation standards and procedures, current legislative and statutory requirements, and community practices
3. Support clients	3.1 Prioritise physical and emotional safety of clients and safety of their families
	3.2 Use interpersonal skills that facilitate 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

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ELEMENT	PERFORMANCE CRITERIA
	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 Complete record-keeping and reporting according to organisation standards and procedures and confidentiality requirements

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

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

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Assessment Requirements for CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV406C

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 domestic and family violence support in accordance with legal and procedural requirements in at least 1 Aboriginal and/or Torres Strait Islander community, and to at least 3 different clients
- provided services in ways that reflect understanding of Aboriginal and the Torres Strait Islander concepts of domestic and family violence
- used and adapted the following interpersonal and communication skills to suit specific community cultural and linguistic needs:
  - questioning
  - active listening
  - storytelling
  - rapport and relationship building.

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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:

- legal and ethical considerations (national and state/territory) for workers interacting with clients affected by domestic and family violence in an Aboriginal and/or Torres Strait Islander context, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care
  - human rights
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of:
    - workers and employers
    - individuals, families, the community and society to minimise or prevent domestic violence
  - work role boundaries – responsibilities and limitations
  - work health and safety
  - domestic violence and its context, including:
    - 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
    - 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
- impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc on attitudes towards domestic and family violence in Aboriginal and/or Torres Strait Islander communities
- 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
- key people and groups within the community and relevant protocols and restrictions for consultation and decision-making
- community development principles and strategies and their application
- ways to gain community acceptance
- cultural and language groups represented within the local/regional community, and a respect of their values, beliefs and traditions
- how to communicate with the community (adaptation of language, verbal and non-verbal, local language)
- domestic and family violence indicators and procedures for undertaking assessment of client needs

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- organisation procedures, practices and standards for:
  - client assessment
  - allocation of services
  - case management
  - interviewing
  - use of resources
  - programmed intervention
  - referral
  - community involvement
- structural barriers and their impact e.g. institutional racism and their effects on Aboriginal and Torres Strait Islander People accessing services
- Aboriginal and/or Torres Strait Islander kinship systems
- own values and attitudes and their potential impact on clients.

Assessment Conditions

Skills must have been 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:
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve interactions with Aboriginal and/or Torres Strait Islander people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDFV006 Counsel clients affected by domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV505C

Application

This unit describes the skills and knowledge required to use counselling and facilitation skills to explore client issues and identify possible options by providing a safe and supportive environment. It includes encouraging clients to be actively involved in seeking their own solutions.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues associated with domestic and family violence within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Establish confidence	1.1 Review existing case information as the basis for work
	1.2 Use interpersonal skills to establish a professional relationship with clients based on confidence and support
	1.3 Conduct interviews and interactions with clients in a safe environment and in a participatory and confidential manner
	1.4 Show sensitivity to cultural, family and individual differences and any specific needs
	1.5 Explain and promote rights and responsibilities of client, their family and worker throughout client contact
	1.6 Mutually determine appropriate structures, timeframes and protocols
	1.7 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 services and 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 by 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

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ELEMENT	PERFORMANCE CRITERIA
	self-management of issues
3. Identify future directions	3.1 Identify and document 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 agree and implement actions to satisfy these as appropriate
	3.3 Provide opportunities for client and their family to obtain information and develop skills
	3.4 Use 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
4. Evaluate own communication	4.1 Reflect on and evaluate own communication with clients
	4.2 Recognise the effect of own values and beliefs on communication with clients
	4.3 Identify and respond to the need for development of own skills and knowledge

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

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

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Assessment Requirements for CHCDFV006 Counsel clients affected by domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV505C

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:

- counselled and collaboratively developed and documented support plans with at least 3 clients affected by domestic and family violence, using the following interpersonal communication and counselling techniques:
  - attending behaviours – active listening
  - reflection of content, summarising
  - questioning skills – open, closed, simple and compound questions
  - client observation skills
  - noting and reflecting skills
  - providing client feedback
- completed a structured process of self-reflection and evaluation of own communication used during the 3 interactions.

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:

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- legal and ethical considerations (national and state/territory) for workers interacting with clients affected by domestic and family violence, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care
  - human rights
  - mandatory reporting
  - privacy, confidentiality and disclosure and its limitations in domestic and family violence work
  - records management
  - rights and responsibilities of:
    - workers and employers
    - individuals, families, the community and society to minimise or prevent domestic violence
  - work role boundaries – responsibilities and limitations
  - work health and safety
- domestic violence and its context, including:
  - 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
  - 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
- domestic violence indicators and procedures for undertaking assessment of needs of client and client's family
- counselling techniques that will explore client issues and encourage client's self determination to enhance client and client's family's safety
- respectful strategies that will assist in client self-determination which enhances client and their family's safety
- organisation procedures, practices and standards for:
  - client assessment
  - allocation of services
  - case management
  - interviewing
  - use of resources
  - programmed intervention
  - referral
- 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
- referral sources and associated protocols

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- self-evaluation practices, including:
  - how to recognise own biases
  - impact of own values on the counselling relationship.

Assessment Conditions

Skills must have been 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:
  - client information
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve complex interactions and problem solving with other people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDFV007 Work with users of violence to effect change

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV509D

Application

This unit describes the skills and knowledge required to work with and engage users of violence to assist them to take responsibility for their violence, and to work towards changing their behaviour and enhancing the safety of their family.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues associated with domestic and family violence within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish and maintain professional relationship	1.1 Review existing case information as the basis for work 1.2 Use interpersonal skills to develop an open, trusting

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ELEMENT	PERFORMANCE CRITERIA
	and professional relationship and to allow accurate and relevant exchange of information
	1.3 Establish and maintain contact with partner and/or family of users of violence to identify and analyse their needs
	1.4 Explain and promote client and worker rights and responsibilities throughout client contact
	1.5 Mutually agree and adhere to appropriate structures, timeframes and protocols
	1.6 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 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 effect 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

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ELEMENT	PERFORMANCE CRITERIA
	3.6 Show respect and sensitivity 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
	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 according to availability and organisation standards and procedures
	4.5 Complete and maintain documentation according to organisation standards and procedures and legislative and statutory requirements

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

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

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Assessment Requirements for CHCDFV007 Work with users of violence to effect change

Modification History

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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 3 users of violence and provided appropriate support to family members according to organisation, legal and ethical requirements
- established, documented and monitored agreements with users of violence that include:
  - goals
  - strategies
  - outcomes
- used the following interpersonal communication techniques appropriately with users of domestic violence:
  - questioning and active listening
  - paraphrasing
  - clarifying
  - summarising
  - relationship and rapport building
  - challenging and supportive feedback
  - conflict de-escalation/resolution.

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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:

- legal and ethical considerations (national and state/territory) for workers interacting with users of domestic and family violence, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care
  - human rights
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of:
    - workers and employers
    - individuals, families, the community and society to minimise or prevent domestic violence
  - specific legislation that applies to domestic and family violence work
  - work role boundaries – responsibilities and limitations
  - work health and safety
- social context of domestic violence, including power and control, motivation for change, gender, child abuse and criminal issues
- behaviour and socialisation theories including those which emphasise that thinking patterns can be changed to give people acceptable and constructive alternatives to harmful behaviour
- 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
- prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- internally and externally provided services particularly in the domestic violence field
- respectful strategies that will assist clients in changing their attitudes, beliefs and behaviours
- theories and concepts of planning and control procedures, resource management and risk management
- interpersonal communication techniques, including:
  - questioning and active listening
  - paraphrasing
  - clarifying
  - summarising
  - relationship and rapport building

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  - challenging and supportive feedback
  - conflict de-escalation/resolution
- potential obstacles and opportunities for clients that may impact on changes in attitudes, beliefs and behaviours
- referral sources and associated protocols
- own values and attitudes and their potential impact on clients.

Assessment Conditions

Skills must have been 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:
  - client information
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve complex interactions and problem solving with other people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDIS003 Support community participation and social inclusion

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to assist with supporting people with disability in community participation and social inclusion using a person-centred approach. This involves enabling people to make choices to maximise their participation in various community settings, functions and activities to enhance psychosocial well-being and lifestyle in accordance with the person's needs and preferences.

This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian / New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify opportunities for community participation and social inclusion	1.1 Assist in identifying interests, abilities, preferences and requirements of the person with disability to engage with a social network 1.2 Provide information on community participation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	options, networks and services to meet the needs, wants and preferences of the person with disability
	1. 3 Identify and access appropriate community participation resources, programs, agencies, transport services, aids and equipment according to the person's preferences and needs
	1.4 Recognise and accommodate the cultural and religious needs of the person with disability
2. Implement strategies for community participation and inclusion according to the individualised plan	2.1 Assist the person to identify and access community options that will meet needs identified in their individualised plan
	2.2 Support the person to access opportunities to establish connections through shared interests
	2.3 Seek feedback from the person with disability, family and/or carers and/or relevant others and/or colleagues and/or supervisor to ensure that the support continues to meet the current and changing needs and preferences of the person
	2.4 Ensure strategies for community participation and social inclusion are regularly reviewed with the person and supervisor to enable positive outcomes
	2.5 Monitor level of engagement in consultation with supervisor
3. Identify, address and monitor barriers to community participation and social inclusion	3.1 Recognise physical, skill and other barriers to community participation and social inclusion
	3.2 Collaborate with the person with disability to identify solutions to overcome barriers, in consultation with supervisor
	3.3 Support the person to implement strategies to address barriers to community participation according to their individualised plan
	3.4 Monitor the success of strategies to address barriers in consultation with the person and supervisor
	3.5 Recognise own limitations in addressing issues and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	seek advice when necessary

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDIS003 Support community participation and social inclusion

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 1 person with disability, by working with them to identify skills and interests and find matching options within the broader community

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:

- rights and responsibilities of people with disability
- principles of:
  - strengths-based practice
  - person-centred practice
  - community inclusion and best practice examples
- strategies for strengthening options, networks and services for people with disability
- local agencies and services, and resources to obtain community information about sporting, cultural and specific-interest groups
- active citizenship and what this means for people with a disability
- role of carers and/or families and/or relevant others

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Assessment Conditions

Skills must have been 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:
  - individualised plans and any relevant equipment outlined in the plan
  - access to details of appropriate and local resources, programs, agencies, transport services, aids and equipment

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDIS006 Develop and promote positive person-centred behaviour supports

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to identify behaviours of concern and to develop and promote positive behaviour supports as part of an individualised behaviour support plan for a person with disability, using a person-centred approach.

This unit applies to workers in varied disability services contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcome	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify behaviours of concern that are likely to put the person or others at risk of harm	1.1 Define and document behaviours of concern using objective, observable and measurable terms that all people supporting the person can understand 1.2 Identify the behaviours of concern using a functional or observational behaviour assessment 1.3 Identify and assess the environmental and lifestyle

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcome	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	context of behaviours of concern
	1.4 Identify and assess the personal characteristics, physical and mental health, past experiences, skills and limitations, and interpersonal relationships that might contribute to behaviours of concern
	1.5 Identify the type, frequency and triggers of behaviours of concern
	1.6 Facilitate the ongoing involvement of others in the observation and recording of behaviours of concern and the assessment and planning processes
2. Develop positive behaviour support responses using a person-centred approach	2.1 Ensure that the person's preferences for including their carer and/or family and/or relevant others in the ongoing development of supports are taken into account
	2.2 Demonstrate a strengths and evidence-based, best practice approach that reflects and respects the rights, personal choices, needs, abilities and goals of the person
	2.3 Develop supports that are based on accurate records, observations and consultation with all who will use them, including the person, to accommodate lifestyle preferences
	2.4 Develop interventions and supports that safeguard the person from increased risk of being exploited, abused, or exposed to inappropriate constraints or unlawful treatment
	2.5 Identify proactive and positive supports to promote behavioural change, including changes to the environment and communication strategies
	2.6 Identify the timeframes and goals of the plan, how success will be measured, and how it will be monitored and reviewed
	2.7 Identify changes to work practices that may be implemented to reduce the behaviours of concern
	2.8 Identify interventions for critical or adverse situations and reactive responses to reduce the risk of harm to the person or others in accordance with organisation, legal and ethical requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcome	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	2.9 Identify the appropriate supports for the person and workers after a behaviour of concern has occurred
	2.10 Identify staffing issues and how they will be addressed
	2.11 Ensure the necessary consents and approvals are documented prior to implementation of the plan
3. Monitor and review the person's individual behaviour support plan	3.1 Monitor the person's individual behaviour support plan in consultation with the person and internal and external support providers and/or groups
	3.2 Monitor the implementation of the plan to measure improvements to the person's quality of life and reductions in the risk of harm to the person and others
	3.3 Measure and report on the number of adverse or critical events of behaviours of concern to determine the effectiveness of the behaviour support plan
	3.4 Coordinate informal or formal debriefing process for relevant workers when critical incidents occur in accordance with organisation policies and procedures
	3.5 Implement changes to the behaviour support plan consistent with evidence collected and in consultation with the person, support providers and other relevant professionals
	3.6 Comply with the organisation's reporting and documentation requirements
	3.7 Communicate individualised behaviour support plan revisions with all of the people who are providing support

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for CHCDIS006 Develop and promote positive person-centred behaviour supports

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 behaviours of concern for at least 3 different people with disability and developed, implemented, monitored and reviewed positive behaviour support strategies in response to the behaviours of concern
- developed strategies and interventions that support the person to manage their own behaviour

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:

- principles of positive, person-centred, strengths-based behavioural support
- 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
- organisation policies and procedures relating to behaviour management, including:
  - critical incidents
  - accident and incident reporting
  - restrictions on the use of aversive procedures
- strategies to assist in developing positive behaviour support
- evidence-based behavioural intervention

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- principles of effective communication and ways to implement these to minimise behaviours of concern
- indicators that person have unmet needs
- factors that may contribute to behaviour of concern:
  - physical
  - emotional
  - environmental
  - medications
- specialist services and referral options
- legal and ethical considerations for working with people with disability:
  - codes of conduct
  - dignity of risk
  - duty of care
  - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
  - informed consent
  - privacy, confidentiality and disclosure
  - restrictive practice
  - imprisonment
  - abuse
  - work health and safety

Assessment Conditions

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

- access to tools for functional behaviour assessment
- access to individualised plans and any equipment outlined in the plan
- access to organisation policies and procedures relating to behaviour support

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/ 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

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CHCDIS007 Facilitate the empowerment of people with disability

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDIS302A/CHCDIS301C/CHCDIS220B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to facilitate the empowerment of people with disability to deliver rights based services using a person-centred approach. It should be carried out in conjunction with individualised plans.

This unit applies to workers in varied disability contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Demonstrate commitment to empowerment for people with disability	1.1 Identify changes in the legal, political and social frameworks within which the work is undertaken 1.2 Identify ways society can affect the level of impairment experienced by a person with disability 1.3 Reflect on personal values and attitudes regarding disability and acknowledge their potential impact when working in disability contexts

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Develop and adjust own approaches to facilitate empowerment
2. Foster human rights	2.1 Assist the person with disability to understand their rights
	2.2 Deliver services that ensure the rights and needs of the person are upheld in the context of person-centeredness
	2.3 Ensure the cultural needs of the person are identified, accepted and upheld
	2.4 Identify breaches of human rights and respond and report according to organisation procedures
	2.5 Identify indications of possible abuse and/or neglect and report according to organisation procedure
3. Facilitate choice and self-determination	3.1 Using a person-centred approach work in a manner that acknowledges the person with disability as their own expert
	3.2 Facilitate person-centred options for action on relevant issues and discuss with the person and/or family and/or carer and/or relevant other
	3.3 Provide assistance to the person with disability to facilitate communication of their personal goals
	3.4 Provide person-centred support in a manner that encourages and empowers the person with disability to make their own choices
	3.5 Assist with strategies to ensure that the person is comfortable with any decisions that are being made on their behalf
	3.6 Assist with accessing advocacy services and other complaint mechanisms as required

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Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDIS007 Facilitate the empowerment of people with disability

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDIS302A/CHCDIS301C/CHCDIS220B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 access to a wide variety of choices that will assist 2 people with disability to reach their personal goals, using:
  - oral communication skills to maintain positive and respectful relationships with the person with disability
  - appropriate non-verbal communication strategies

Knowledge Evidence

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

- history and recent developments in disability
  - social versus medical model of service
  - institutionalised versus person-centred, self-directed model of support
- social constructs of disability and the impact of own attitudes on working with people with disabilities
- how and when to seek support from more experienced and qualified staff
- types of disability, including:
  - acquired brain injury

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  - autism spectrum disorder
  - cognitive disability
  - developmental delay
  - intellectual disability
  - neurological impairment
  - physical disability
  - sensory disability, including hearing, vision impairment
  - speech/language disability
- support practices for people, including but not limited to, the following conditions:
  - genetic factors
  - physical trauma
  - psychological trauma
  - chronic lifestyle conditions
  - acquired brain injury
- legal and ethical considerations for working with people with disability:
  - codes of conduct
  - discrimination
  - dignity of risk
  - duty of care
  - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations
  - work health and safety
- principles of:
  - empowerment
  - rights-based approaches
  - person-centred practices
  - self-advocacy
  - active support
  - active listening
  - social justice, and the importance of knowing and respecting each person as an individual
  - strengths-based approaches
- strategies that assist people with disabilities to exercise their rights and support independent action and thinking, including use of technology (e.g. laptops or tablets) to facilitate choice
- how to access and use advocacy services and complaint mechanisms

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- indicators of abuse and/or neglect in relation to people with disabilities

Assessment Conditions

Skills must have been demonstrated in the disabilities workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person with disability.

The following conditions must be met for this unit:

- access to individualised plans and any equipment outlined in the plan

Overall, assessment must involve real interactions with people with disability, their families/carers/relevant others and the person's individualised plan.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDIS009 Facilitate ongoing skills development using a person-centred approach

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to plan, implement and review formal and informal ongoing skills development, in collaboration with a person with disability and incorporate into the person's individualised plan.

This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify individual skill development needs	1.1 Identify the person with disability's skill development needs using a person-centred approach 1.2 Document development needs in line with organisation program guidelines 1.3 Identify skills development opportunities in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	collaboration with the person and/or family and/or carer and/or other relevant person for inclusion in the individualised plan
	1.4 Make referrals to other staff or specialist services according to the persons needs
2. Plan person-centred, ongoing skill development	2.1 Use appropriate communication techniques to engage the person in identifying learning goals
	2.2 Identify a range of learning strategies and opportunities to address the person's goals
	2.3 Develop formal ongoing skills development activities using a person-centred approach and, where appropriate, in conjunction with other relevant personnel
	2.4 Document ongoing skills development in the person's individualised plan
3. Implement person-centred, ongoing skills development strategies	3.1 Work with the person to implement ongoing skills development strategies in a manner that is respectful, motivating and empowering
	3.2 Inform and support colleagues and relevant others to implement person-centred ongoing skills development in line with the person's individualised plan
	3.3 Access and utilise equipment and resources as required to facilitate the learning process
	3.4 Document outcomes in the person's individualised plan
4. Evaluate skills development and review plan	4.1 Monitor the person's development and provide feedback to the person and/or carer and/or relevant other regarding progress towards objectives and goals
	4.2 Evaluate effectiveness of ongoing skills development using the person's records and update plan to meet changing needs of the person
	4.3 Identify opportunities for ongoing skill development

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Identify and implement incidental learning opportunities to enhance skills development	5.1 Identify situations that can act as potential informal learning opportunities and encourage learning 5.2 Provide appropriate constructive advice to the person and/or family and/or carer and/or relevant other as soon as possible in appropriate format 5.3 Provide encouragement when the person takes initiative in learning situations 5.4 Withdraw support to an appropriate level in order to encourage experiential learning and development

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDIS009 Facilitate ongoing skills development using a person-centred approach

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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, implemented and monitored ongoing skills development, using a person-centred approach, for at least 3 people with disability

Knowledge Evidence

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

- key aspects of current practices, philosophies and theories, including:
  - the social model of disability
  - competency and image enhancement as a means of addressing devaluation
  - strengths-based practice
  - active support
  - person-centred practice
  - rightful place in community
  - self-determination
- local community education opportunities and their potential use in capacity building
- assessment processes relating to ongoing skills development
- relevant services and resources available to people with learning needs

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Assessment Conditions

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

- access to individualised plans and any equipment outlined in the plan
- recognised assessment and planning tools

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide person-centred services to people with disability with complex or special support needs under the supervision of a relevant professional.

This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate and prioritise the needs of a person with complex support issues	1.1 Identify and prioritise the needs of the person, taking into account the possibility of co-existing issues 1.2 Identify specific problems, issues and challenges for the person in line with job role and organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Analyse and interpret data, with assistance from health professionals and other relevant personnel
	1.4 Recognise the impact of complex support issues on the persons family
	1.5 Establish priorities for support with the person and/or family and/or carer and/or relevant other
2. Develop an individualised plan to achieve maximum quality of life	2.1 Utilise best practice guidelines when developing strategies to address complex and/or special needs
	2.2 Liaise with relevant experts and/or health professionals when developing individualised plans
	2.3 Negotiate and establish goals with the person and/or family and/or carer and/or relevant other
	2.4 Access and negotiate resources in order to deliver identified services
	2.5 Access community support agencies to facilitate the achievement of established goals
3. Coordinate the delivery of the individualised plan	3.1 Ensure services and support activities are undertaken by appropriately skilled workers
	3.2 Recognise when a service and/or support worker is no longer able to provide the level of service required
	3.3 Support all stakeholder involved in the service provision to understand the individualised plan and their roles and responsibilities within that plan
4. Coordinate the monitoring, evaluation and review of the individualised plan	4.1 Seek feedback from all stakeholder when evaluating effectiveness of the individualised plan and re-prioritising support needs
	4.2 Seek feedback from the person and/or carer and/or relevant other when evaluating effectiveness of the individualised plan
	4.3 Seek advice and assistance when the person’s goals

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and needs are not being achieved
	4.4 Make necessary revisions to the individualised plan in line with role, organisation and/or program guidelines and in consultation with the person and/or family and/or carer and/or relevant other

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- evaluated and prioritised the needs of at least 3 people with complex support issues and developed individualised plans to meet their needs
- coordinated the delivery, monitoring, evaluation and review of at least 3 individualised plans

Knowledge Evidence

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

- factors that would lead to someone being classified as having complex needs rather than basic needs
- physiology and psychology as it applies to a range of disability types
- nutrition and dietetics as it applies to a range of disability types
- common issues and challenges facing people with disability
- manifestations and presentation of common health problems as well as behavioural issues associated with different disability types
- formal and informal assessment approaches for assessment of people with complex and/or special needs

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- organisation policies and procedures related to developing and managing individualised plans including the role of family members and/or carers and/or relevant others and various types of community service providers

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

The following condition must be met for this unit:

- access to individualised plan and equipment outlined in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDIV001 Work with diverse people

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Reflect on own perspectives	1.1 Identify and reflect on own social and cultural perspectives and biases 1.2 Work with awareness of own limitations in self and social awareness 1.3 Use reflection to support own ability to work inclusively and with understanding of others

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Identify and act on ways to improve own self and social awareness
2. Appreciate diversity and inclusiveness, and their benefits	2.1 Value and respect diversity and inclusiveness across all areas of work
	2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness
	2.3 Use work practices that make environments safe for all
3. Communicate with people from diverse backgrounds and situations	3.1 Show respect for diversity in communication with all people
	3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence
	3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible
	3.4 Seek assistance from interpreters or other persons according to communication needs
4. Promote understanding across diverse groups	4.1 Identify issues that may cause communication misunderstandings or other difficulties
	4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity
	4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations
	4.4 Address any difficulties with appropriate people and seek assistance when required

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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

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

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Assessment Requirements for CHCDIV001 Work with diverse people

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

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 a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
  - selected and used appropriate verbal and non verbal communication
  - recognised situations where misunderstandings may arise from diversity and formed appropriate responses

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:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
- concepts and definitions of diversity
- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- features of diversity in Australia and how this impacts different areas of work and life:
  - political
  - social
  - economic

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    - cultural
- legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
    - discrimination:
        - age
        - disability
        - racial
        - sex
    - human rights:
        - *Universal declaration of human rights*
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
- key areas of diversity and their characteristics, including:
    - culture, race, ethnicity
    - disability
    - religious or spiritual beliefs
    - gender, including transgender
    - intersex
    - generational
    - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:
    - social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
    - own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- potential needs of marginalised groups, including:
    - protective factors
    - physical, mental and emotional health issues/care needs
    - consideration of impacts of discrimination, trauma, exclusion and negative attitudes
- resources that support individuals and organisations to embrace and respond to diversity
    - language and cultural interpreters
    - imagery
- influences and changing practices in Australia and their impact on the diverse communities that make up Australian society
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety.

This unit applies to people working in a broad range of roles including those involved in direct client service, program planning, development and evaluation contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify cultural safety issues in the workplace	1.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients 1.2 Identify critical issues that influence relationships and communication with Aboriginal and/or Torres Strait

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	Islander people
	1.3 Establish key aspects of cultural safety in consultation with Aboriginal and/or Torres Strait Islander people
	1.4 Evaluate the extent to which cultural safety is integrated in own work and workplace
2. Model cultural safety in own work	2.1 Ensure work practices are grounded in awareness of one's own cultural bias
	2.2 Reflect awareness of own and other cultures in work practices
	2.3 Use communication techniques and work practices that show respect for the cultural differences of Aboriginal and/or Torres Strait Islander people
	2.4 Engage with Aboriginal and/or Torres Strait Islander interpreters and colleagues as cultural brokers, according to situation needs
3. Develop strategies for improved cultural safety	3.1 Support the development of effective partnerships between staff, Aboriginal and/or Torres Strait Islander people and their communities
	3.2 Identify and utilise resources to promote partnerships
	3.3 Devise and document ways to support the delivery of services and programs that are culturally safe and encourage increased participation
	3.4 Integrate strategies that encourage self-determination and community control in services and programs
4. Evaluate cultural safety strategies	4.1 Agree outcomes against which cultural safety strategies can be measured
	4.2 Involve Aboriginal and/or Torres Strait Islander people in evaluations
	4.3 Evaluate programs and services against desired outcomes

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	4.4 Revise strategies based on evaluation with appropriate engagement of Aboriginal and/or Torres Strait Islander people

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

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

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Assessment Requirements for CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

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:

- promoted Aboriginal and/or Torres Strait Islander cultural safety in the context of at least 1 workplace
- researched culture and history, the impact of European settlement, loss of land and culture and the importance of lore and kinship
- evaluated ways to improve communication with Aboriginal and/or Torres Strait Islander peoples who may be clients or colleagues.

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:

- concept of Aboriginal and/or Torres Strait Islander cultural safety in the community services and health context, and its relationship with:
  - cultural awareness
  - cultural competence
- legislative context for Aboriginal and/or Torres Strait Islander cultural safety
- the diversity of Aboriginal and/or Torres Strait Islander cultures
- historical, social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people and their engagement with community services and health systems, including:
  - impact of European settlement

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    - loss of land and culture
    - racism and discrimination
    - past and present power relations
- own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- factors that contribute to Aboriginal and/or Torres Strait Islander ill health and common diseases experienced by these groups of people:
    - impact of trauma on individuals' ability for:
        - decision-making
        - communicating
        - understanding
        - retaining information
- ways to involve Aboriginal and/or Torres Strait Islander people in the planning and delivery of services and programs

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessment must involve persons approved of by relevant local community elders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCDIV003 Manage and promote diversity

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to evaluate and promote diversity in the workplace, and to contribute to the planning of diversity policies and procedures. This may apply to internal work practices or external service delivery.

This unit applies to individuals working in any type of leadership role across all industry sectors.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Research diversity in the workplace	1.1 Collect and evaluate quantitative and qualitative workplace diversity data 1.2 Identify and analyse potential benefits of diversity in relation to the workplace objectives 1.3 Analyse how current diversity practice matches workplace objectives

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Foster diversity	2.1 Provide a role model for others through individual behaviour that demonstrates respect for diversity 2.2 Assist and coach colleagues in ways of accepting diversity in relation to both colleagues and clients 2.3 Develop work practices and undertake planning in a manner that shows respect for workplace diversity 2.4 Identify and adapt professional development opportunities to address the needs of a diverse workforce 2.5 Generate a supportive workplace by valuing and promoting the benefits of a diverse workforce to those working in the workplace according to relevant policy 2.6 Identify and use diversity factors associated with clients and colleagues to address diversity objectives of the workplace 2.7 Value and encourage collaboration and the experience of working with diverse clients and colleagues
3. Adapt communication strategies	3.1 Use communication strategies to meet the diverse needs of individuals within the workplace 3.2 Implement tailored communication strategies for targeted individual and group needs 3.3 Identify and/or develop and use resources that facilitate effective communication in the workplace 3.4 Reflect on use of communication strategies with regard to workplace diversity and identify potential improvements
4. Contribute to workplace diversity policies and procedures	4.1 Develop and document diversity strategies in consultation with stakeholders including people from key target groups 4.2 Advocate for diversity strategies to be implemented in accordance with workplace policies and procedures 4.3 Develop measures for evaluating the outcomes of workplace strategies, policies and procedures for

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	diversity
	4.4 Report on workplace diversity strategies within appropriate context

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

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

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Assessment Requirements for CHCDIV003 Manage and promote diversity

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

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:

- researched diversity in at least 1 workplace in terms of current performance and meeting of diversity objectives
- used strategies to foster and promote diversity in work practice:
  - coaching and mentoring
  - communication
  - work planning
- contributed to the development of workplace diversity policies and procedures for at least 1 workplace

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:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact leadership and management practice
- concepts and definitions of diversity
- key areas of diversity and their characteristics, including:
  - culture, race, ethnicity
  - disability
  - religious or spiritual beliefs

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    - gender, including transgender
    - intersex
    - generational
    - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- the role of leaders and managers in encouraging diversity in work practices and service delivery
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of self and others
- legal and ethical considerations (international, national, state/territory, local) for diversity practices at a management level:
    - discrimination (direct and indirect):
        - age
        - disability
        - racial
        - sex
    - equal employment opportunity (EEO)
    - human rights
    - rights and responsibilities of workers, employers and clients
- benefits of workplace diversity
- types of direct and indirect discrimination
- ways to ensure effective and equitable activities to diverse clients
- barriers to inclusivity
- cross-cultural communication strategies and how these can be integrated into workplace practices
- principles and practices of inclusivity and the types of planning and work practice that support diversity

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

The following condition must be met for this unit:

- presence of situations that allow interaction with other people in a leadership role

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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CHCEDU001 Provide community focused health promotion and prevention strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

This unit describes the skills and knowledge required to deliver a range of promotion and prevention strategies to the community.

This unit applies to workers in both health and community sectors. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Review health promotion plan	1.1 Clarify all aspects of the health promotion plan are still relevant 1.2 Locate relevant available promotion and prevention resources 1.3 Verify health promotion plans method of promotion delivery

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Review budget necessary to develop, adapt and implement promotion and prevention strategies
2. Prepare for promotion and prevention activities	2.1 Engage with relevant stakeholders to obtain support for desired outcomes and promotion and prevention plan
	2.2 Where necessary adapt existing promotion and prevention resources
	2.3 Develop new promotion and prevention resources, according to the plan
	2.4 Engage relevant stakeholders to review newly developed resources
3. Conduct promotion and prevention activities	3.1 Conduct prevention activities according to the promotion and prevention plan
	3.2 Gather feedback on the immediate impact of the activity
	3.3 Monitor the implementation of the plan and revise activities based on any feedback
4. Evaluate Health promotion activities	4.1 Undertake evaluation activities as set out in the plan
	4.2 Collect client feedback and data on behaviour change for evaluation
	4.3 Analyse data in preparation for reporting purposes
5. Report and document information	5.1 Document information about activities according to the organisation’s protocols
	5.2 Adhere to privacy and confidentiality requirements when reporting feedback
	5.3 Use appropriate terminology to document consumer response, outcomes and identified problems related to prevention strategies

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Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCEDU001 Provide community focused health promotion and prevention strategies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements

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:

- developed and implemented promotion and prevention strategies to at least 2 community groups with different needs

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:

- mental health and its perception in the community
- *The Ottowa charter for health promotion*
- alcohol and other drugs (AOD) and its perception in the community
- the importance of promotion and prevention in the health and recovery continuum
- methods and models for social inclusion
- a range of promotional strategies and their suitability for different purposes
- methods for obtaining feedback on promotional activities
- evidence based practice
- a range of relevant promotional resources

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modeling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCEDU002 Plan health promotion and community intervention

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

This unit describes the skills and knowledge required to plan health promotion and community intervention.

This unit applies to workers in both health and community sectors. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify key issues in preventative health care	1.1 Use social research methods to analyse population health trends, demographic, social and epidemiological information and data 1.2 Identify key issues in preventative health for the community from data obtained 1.3 Identify current responses to preventative health care 1.4 Apply preventative health care strategies to develop

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	solutions to community issues
	1.5 Define target populations and determine consultation processes
	1.6 Examine policy and funding contexts and issues
2. Work within the educational framework of health promotion	2.1 Integrate preventative health care perspective into community development and capacity building
	2.2 Select and apply relevant strategies to health promotion in the community
	2.3 Identify and plan required partnerships with stakeholders
	2.4 Engage key stakeholders as focus group
	2.5 Identify a range of techniques to engage community in health promotion activities
	2.6 Define most appropriate methods for information dissemination to target population
	2.7 Access and implement key resources for health promotion activities
3. Formalise plan of health promotion activities	3.1 Define key deliverables of health promotion/community intervention plan
	3.2 Define timeline for health promotion/community intervention plan, noting key deliverables
	3.3 Define contingencies if applicable
	3.4 Allocate budget resources to key deliverables of plan
	3.5 Develop an evaluation strategy
	3.6 Write plan in line with organisational policies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCEDU002 Plan health promotion and community intervention

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements

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:

- developed 2 health promotion and/or community intervention plans by:
  - using social research methods and epidemiological data to analyse health trends
  - interpreting data and identified key preventative health issues and target audiences
  - developing and applying a range of preventative health strategies to plan appropriate health promotion within the community

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:

- current and historical approaches to preventative health care
- various social research methods and how data relating to health issues is collected and potentially used
- primary health care principles
- a range of health promotion resources and strategies useful to the job role
- the range of obstacles to the uptake of delivered health promotion, including:
  - culture/religion
  - age
  - language
- the funding and policy environment in which the health promotion activities are taking place

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- community engagement
- information dissemination

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used the following conditions must have been met for this unit:

- use of suitable facilities, equipment and resources, including:
  - health promotion resources
  - health data, including epidemiological data
- modelling of industry operating conditions

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCEDU008 Share health information

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

This unit describes the skills and knowledge required to share health information in a community health context.

This unit applies to workers in both health and community sectors. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify health information requirements	1.1 Obtain information from key stakeholders regarding community health priorities 1.2 Hold discussions with key stakeholders and community stakeholders 1.3 Assess and document levels of current health information in the community according to organisation guidelines 1.4 Identify gaps in available health information

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.5 Determine and prioritise community health information needs
	1.6 Determine best delivery method of health information
	1.7 Asses costs of various delivery methods
2. Develop health information in an appropriate context	2.1 Prepare and assemble resources in consultation with key people and community stakeholders
	2.2 Develop health information using techniques appropriate to the target audience
	2.3 Focus test health information with appropriate audience
3. Implement sharing of health information	3.1 Negotiate with key stakeholders and target audience to determine method, location, time and place for sharing health information
	3.2 Develop promotional plan for health information delivery
	3.3 Deliver health information in a clear, non-judgemental and concise manner
	3.4 Obtain feedback from the audience to determine whether information is correctly understood
4. Evaluate presentation of health information	4.1 Review progress and/or outcome against community needs, in consultation with key stakeholders
	4.2 Suggest improvements to the methodology of sharing health information
	4.3 Implement changes to methodology in consultation with key stakeholders according to evaluation

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCEDU008 Share health information

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements

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:

- identified the health information requirements in consultation with key stakeholders of 2 target audience
- researched different methods of delivery, including the effectiveness and the costs
- developed, delivered and evaluated health information for at least 2 different health issues, delivery methods and target audiences in consultation with target audience and other key stakeholders

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- local community health plans
- community sector networks
- evidence based practise
- diversity
- inclusivity
- organisation policies of program development
- organisation policies of information dissemination
- legal and ethical issues for informational dissemination
- collection and interpretation of health data
- health promotion strategies and techniques relevant to the job role

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- evaluation models and techniques relevant to the presentation of health information
- information and resource sources

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCGRP001 Support group activities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCGROUP201C and CHCGROUP302D. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to participate in, and provide general support for, group work. It does not include the leadership or facilitation of groups.

This unit applies to individuals involved group work in a range of community service settings. They work according to established organisation procedures.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Identify the purpose of the group	1.1 Identify and determine activities which meet the group purpose with members of the group, 1.2 Discuss and agree rules for group behaviour with all group members as a participant 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 and scope of own role 1.5 Keep records of group interactions according to organisation documentation requirements
2. Establish and maintain group relationships	2.1 Confirm role played by self and other group members 2.2 Encourage participation of other group members 2.3 Model clear communication and encourage group members to use clear and appropriate communication 2.4 Ensure communication and interactions with group are appropriate to aim and purpose of group 2.5 Implement appropriate processes to address breaches of behaviour according to organisation protocols 2.6 Encourage participants to abide by agreed behaviours 2.7 Promote group achievements in a way which motivates and recognises participants' efforts
3. Organise resources for group activities	3.1 Identify support and resources to achieve the objectives of the group 3.2 Provide information to group about resources available and guidelines for their use 3.3 Encourage cooperative approach to the use of resources 3.4 Complete reports on use of resources according to organisation procedures

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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

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

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Assessment Requirements for CHCGRP001 Support group activities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCGROUP201C and CHCGROUP302D. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

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, and supported the activities of, at least 3 different groups, where groups comprise at least 5 members
- modelled the following communication skills when participating in groups:
  - active listening
  - questioning
  - rapport-building
  - conflict resolution
  - clarity in communication.

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:

- legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care

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    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations
    - work health and safety
- policies and procedures
- nature of groups and the way they operate at an overview level, including:
    - dynamics of groups
    - stages of group development
    - stages of change
    - styles of group leadership and decision-making
- communication techniques and how they are used within groups, including:
    - active listening and questioning
    - rapport building
    - conflict resolution
    - non-verbal communication
- nature of resources provided to groups, including:
    - information/referrals
    - facilities
    - equipment/materials
    - administrative support
    - facilitation of meetings
    - worker skills/expertise
- nature of support provided including:
    - resources managed by the organisation
    - advice, information and facilitation
    - individual or group supervision.

Assessment Conditions

Skills must have been 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:
    - organisation policies and procedures
    - group member information
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with groups.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCGRP002 Plan and conduct group activities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCGROUP403D

Application

This unit describes the knowledge and skills required to establish, lead and participate in a groups using a collaborative, strengths-based approach.

This unit applies to any individual involved in planning and leading group activities. Groups may be formal or informal.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan group activities and resources	1.1 Review available information and identify the needs of the group 1.2 Generate ideas for activities that respond to identified needs 1.3 Identify, calculate and document the resources required for group activities 1.4 Identify and follow up on the need to make

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ELEMENT	PERFORMANCE CRITERIA
	submissions for potential sources of assistance and resources within scope of own job role
	1.5 Organise resources according to organisation procedures
2. Coordinate group planning processes	2.1 Seek opportunities actively for collaborative planning and shared ownership with clients
	2.2 Solicit, analyse and prioritise information about group's needs and expectations
	2.3 Negotiate the purpose of group activities with the group allowing time and opportunity for individuals to articulate their ideas and wishes
	2.4 Translate purpose of proposed group activity into a set of documented aims and objectives based on input
	2.5 Analyse potential impact on group operation of the values and beliefs of both worker and client
	2.6 Design group strategies that promote effective group operation and take into account specific characteristics of participating clients
3. Manage group processes and conflict	3.1 Promote opportunities for open dialogue and active listening between group members
	3.2 Encourage and model sensitivity to diverse participants
	3.3 Use strategies to prevent conflict within own role, power and capacity
	3.4 Identify and reinforce the outcomes of positive conflict
	3.5 Clarify and confirm principles and practices of conflict resolution in a group and seek agreement to implement them
	3.6 Encourage acknowledgement of rights and responsibilities and perceptions of all participants in the conflict situation
	3.7 Offer opportunity to all participants for debriefing, support, mediation, consultation and facilitation

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ELEMENT	PERFORMANCE CRITERIA
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 group participants on leadership style, group process, achievement of objectives, other achievements and areas for development 4.3 Document evaluation information according to organisation procedures and distribute to relevant people

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

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

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Assessment Requirements for CHCGRP002 Plan and conduct group activities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCGROUP403D

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 conducted at least 3 different group activities for groups with diverse participant profiles, including:
  - identified the following resource requirements:
    - financial
    - human
    - physical
  - worked collaboratively with groups to plan activities
- facilitated at least 3 different group sessions, each with a minimum group size of 5 people, using the following communication and interpersonal skills:
  - listening
  - questioning
  - effective non-verbal communication
  - empathetic responding
  - paraphrasing
  - summarising
  - negotiation
  - techniques for maintaining group cohesion
  - conflict resolution.

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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:

- legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- principles and processes of strengths-based practice
- types and purposes of groups in the community services context
- types of resources required for group activities, including:
  - venues
  - equipment
  - information materials
  - administrative support
  - specialist expertise
- dynamics of groups and group behaviour
- processes and techniques for engaging in, and managing group planning processes
- communication techniques and how these are applied in working with groups, including:
  - collaboration
  - conflict resolution
  - different styles of group leadership
  - effective non-verbal communication
  - empathetic responding
  - listening
  - negotiation
  - paraphrasing
  - questioning
  - summarising
  - techniques for maintaining group cohesion
- relevant models including stages of group development and stages of change
- types of additional support that may be provided to groups, including:
  - information and resources (internal or external)
  - individualised services

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- referrals to further support.

Assessment Conditions

Skills must have been 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:
  - information about group needs
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve groups comprising at least 5 people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCHCS001 Provide home and community support services

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to work in a home support environment and community settings with individuals, family members, staff, visitors, suppliers and others to meet established work requirements.

This unit applies to workers in a community services context. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine requirements of individual plan	1.1 Read and interpret individual plan, goals and confirm required equipment, processes and aids 1.2 Confirm purpose and time of visit with the relevant person 1.3 Prepare equipment, resources and/or documents required for the purpose of the visit and contingencies

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Establish relationship in the home	2.1 Follow organisation's procedures to assure the person of your identity before entering the house
	2.2 Communicate with the person to provide information, clarify purpose of visit and confirm the person's consent
	2.3 Provide opportunity for the person to identify and express any issues or concerns in relation to the visit and/or associated matters
	2.4 Engage appropriately with others in the place of residence in accordance with organisation policies
	2.5 Check for hazards to own and others' health and safety and implement controls to manage risk
3. Operate respectfully in the home	3.1 Negotiate how to best implement the individual plan to suit the person within organisation procedures and respecting that the work setting is the person's home and personal space
	3.2 Comply with duty of care requirements of role in relation to the person and any other people
	3.3 Demonstrate respect and sensitivity toward the person and their place of residence
	3.4 Deal with ethical dilemmas, behaviours of concern, possible abuse and/or neglect in accordance with relevant policies and procedures
	3.5 Maintain confidentiality in accordance with legislation and organisation policy and procedures
4. Complete reporting and documentation	4.1 Comply with the organisation's reporting requirements, including reporting observations to supervisor
	4.2 Complete and maintain documentation according to organisation policy and protocols and using technology required in the workplace
	4.3 Ensure any arrangements for follow up visits are recorded and implemented

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Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCHCS001 Provide home and community support services

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 services to individual/s in at least 2 different home or community support settings
- used appropriate inter-personal skills:
  - establishing a positive relationship with the individual
  - seeking clarification of tasks
  - interpreting and following instructions

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:

- legal and ethical considerations for providing home and community services, including:
  - codes of practice
  - basic home fire safety and associated state/territory smoke alarm legislation
  - dignity of risk
  - duty of care
  - privacy, confidentiality and disclosure
  - practice standards
  - work role boundaries – responsibilities and limitations

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    - work health and safety
- relevant organisation policies and procedures and how to access them, including risk management practices when the work environment is a person's home
- personal and property security procedures, including personal security protocols and equipment
- relevant policy and programs, including:
    - home and community care (HACC)
    - Department of Veterans' Affairs (DVA)
    - government community care directions
- implications for work in the sector including:
    - person-centred practice
    - consumer-directed care
    - empowerment and disempowerment
- indicators of abuse and/or neglect, including:
    - physical
    - sexual
    - psychological
    - emotional
    - financial

Assessment Conditions

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - individualised plans and any relevant equipment outlined in the plan
    - personal protective equipment
    - relevant organisation policies and procedures

Overall, assessment must involve workplace interactions with people in their home, colleagues, families/carers and working with the person's individualised plan.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCLAH001 Work effectively in the leisure and health industries

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to work in a context within which leisure and health work occurs and to effectively support its role in enhancing well being.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Provide appropriate leisure and health services	1.1 Demonstrate understanding of the value of leisure, recreation and play in enhancing well being 1.2 Identify different work environments, services and work roles within the industry 1.3 Work within the current models of leisure and health practice

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Ensure clients participate in all aspects of service planning and support activities
	1.5 Undertake all work as part of the inter disciplinary team and exhibit an awareness of the role of a conjoint approach to leisure and health programs
	1.6 Identify personal values and attitudes regarding leisure, recreation and play and take them into account when planning and implementing all work activities
2. Operate within the policies and procedures of the leisure and health sector	2.1 Read relevant organisation policies and discuss with colleagues and team
	2.2 Ensure all work is consistent with relevant statutory and legislative provisions
	2.3 Work ethically and within duty of care requirements recognising dignity of risk
	2.4 Seek information for professional development, further training options and identify potential career pathways

Foundation Skills

The Foundation Skills describe 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.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCLAH001 Work effectively in the leisure and health industries

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 as part of an interdisciplinary team, involving at least 3 other people, within the leisure and health framework
- networked with at least 2 professionals in the leisure and health industry and documented the networking process

Knowledge Evidence

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

- different contexts of the leisure and health sector:
  - historical
  - social
  - political
  - economic

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- current issues which impact on the leisure and health sector and different models of leisure and health
- views of key stakeholders and representatives from relevant target groups about leisure and health
- underpinning values and philosophy of the leisure and health sector
- models of leisure and health practice and how these models can be used in a practical manner within a leisure and health environment
- current issues facing clients and existing services to address their needs and rights
- facts and myths about the value of leisure and recreation in enhancing health and well being
- holistic and person-centred practice
- importance of consumer input, choice and respecting individual recognition
- ways in which a leisure and health professional can ensure clients participate in the planning of the leisure and recreation programs within a service
- advantages of working in an interdisciplinary team
- benefits of leisure activities for clients, including:
  - children
  - young people
  - people with a disability
  - people with an illness
  - people who are ageing
- working with people from culturally, spiritually and linguistically diverse backgrounds, including Indigenous Australian culture
- legal and ethical considerations for leisure and health:
  - dignity of risk
  - duty of care
  - privacy, confidentiality and disclosure
  - work health and safety (WHS)
- principles and practices
  - access and equity
  - client empowerment/disempowerment
  - quality of life
- relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:

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- organisation policies and procedures
- information/documentation relevant to leisure and health activities
- scenarios that focus on working within an interdisciplinary team with leisure and health responsibilities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/ 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

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CHCLAH002 Contribute to leisure and health programming

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to contribute to the creation, planning, coordination, delivery and evaluation of appropriate leisure and health activities for individuals and groups.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify activities to match leisure and health needs of the client or group	1.1 Work with health practitioners and key stakeholders to develop activity plans 1.2 Collect and review relevant information to establish the needs of leisure and health clients, based on the leisure and recreation assessment 1.3 Identify and review a range of possible activities to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	meet needs
	1.4 Select activity focus and type based on client needs, organisation's criteria and resource availability
	1.5 Undertake an activity analysis to match client needs to the characteristics of the activity
	1.6 Undertake an assessment of outing requirements, where appropriate
	1.7 Undertake risk assessment for activities, programs and outings
2. Assist with the preparation of activity plan	2.1 Undertake appropriate planning of activities within team context to ensure client needs are met
	2.2 Incorporate consultation with clients and stakeholders into planning of activities
	2.3 Determine operational arrangements for conducting the activity and assess for feasibility
	2.4 Develop and document goals and outcomes for each activity
	2.5 Include appropriate implementation and evaluation strategies in the activity plan
	2.6 Develop plans to include activity modifications required to meet client needs
	2.7 Document resource adaptations, where appropriate, according to organisation procedures and protocols
	2.8 Ensure planned activities reflect accepted best practice in working with leisure and health clients
	2.9 Document the activity plan according to organisation procedures and protocols
3. Identify and obtain required resources	3.1 Devise and implement strategies to obtain and utilise necessary human, financial and physical resources
	3.2 Make submissions to potential sources, in accordance with relevant guidelines, where required resources are not readily available

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.3 Evaluate, select and arrange suitable locations for program implementation
	3.4 Identify a range of leisure and recreation options and experiences suitable to client needs
	3.5 Identify components of an activity relevant to the abilities of the client
	3.6 Modify and adapt activities to meet client needs, where necessary
	3.7 Conduct resource audit
4. Promote activity or program	4.1 Identify potential program users and design and distribute appropriate information to achieve maximum response
	4.2 Evaluate effectiveness of promotional activities and make changes as indicated by response
	4.3 Develop motivational strategies to maximise client participation
	4.4 Evaluate effectiveness of motivational strategies and make amendments as indicated by the response
5. Deliver activity or program	5.1 Implement activities in accordance with program plan, organisation guidelines and legislative requirements
	5.2 Provide participants with access to a range of activities suited to their needs and interests
	5.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies
	5.4 Adapt program to changing needs of participants as required
	5.5 Promptly address problems in delivery of activities
	5.6 Use effective facilitation techniques in the delivery of activities
	5.7 Develop strategies to deal with challenging behaviour
	5.8 Implement strategies to deal with challenging

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	behaviour
	5.9 Monitor levels of client participation
	5.10 Amend activity to facilitate an appropriate level of client participation
6. Evaluate activity	6.1 Define criteria to judge program effectiveness in consultation with clients and stakeholders
	6.2 Routinely use appropriate evaluation, revision and development strategies during and after the activities
	6.3 Collect, organise and report evaluation information in a format that is accessible and meaningful to clients and stakeholders
	6.4 Prepare and present reports as required
7. Document the activity or program	7.1 Determine documentation requirements that reflect accepted best practice in working within the leisure and health profession
	7.2 Conduct documentation processes according to organisation guidelines and legislative requirements
	7.3 Evaluate the effectiveness of documentation

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for CHCLAH002 Contribute to leisure and health programming

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

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 the planning, delivery and evaluation of 3 leisure and health activities for a client or group of clients
- documented 4 activity modifications/adaptations that have been investigated
- visited a suitable outing venue for a chosen client or group of clients
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- at least 15 activity ideas that could be included in a holistic leisure and health program
- current documentation requirements and expectations within the profession
- aspects of holistic health:
  - emotional
  - social
  - physical

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  - mental
  - spiritual
- levels of human needs:
  - universal
  - developmental
  - special
- legal and safety requirements as they relate to activities and programs
- risk and outing assessment processes
- relevant funding sources
- provision of support to a diverse range of people and organisations
- cross cultural communication, negotiation and facilitation
- work health and safety (WHS) principles and practices

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - individualised plans and equipment or resources outlined in the plan
  - information/documentation relevant to leisure and health activities
  - scenarios that focus on working within an interdisciplinary team with leisure and health responsibilities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/ 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

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CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to participate in planning, implementation and evaluation of programs providing activities for individuals.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather and record detailed information about clients	1.1 Use appropriate methods to assess client's leisure and health needs according to specific purpose and under the guidance of an experienced worker 1.2 Use a variety of appropriate recording methods

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	under the guidance of an experienced worker
	1.3 Record information using holistic approach to health and well being of clients
	1.4 Participate in the analysis of information gained to identify individual strengths, needs, interests and preferences
	1.5 Maintain confidentiality while observing and recording
2. Participate in the design of individual program plans	2.1 Use a consultative approach based on the client's leisure and health needs assessment
	2.2 Identify and include a range of resources and ideas to meet the client's leisure needs based on lifestyle, interests, and social context relevant to the individual and their community
	2.3 Identify and include ways in which the health, well being and abilities of individuals are enhanced
	2.4 Incorporate the additional and specific leisure and recreation needs of clients while reflecting the philosophy and goals of the service
	2.5 Assist with the documentation of an individual program plan for clients based on information gathered during assessment
3. Implement individual program plans	3.1 Contribute to developing the setting and environment for leisure and health activities within constraints of resources, location and client's needs and availability
	3.2 Contribute to developing timetables that provide structure and flexibility and serve as a communication tool
	3.3 Implement programs, allowing for clear staff communication, adapting to conditions and needs on day, in line with role and service requirements
	3.4 Gather and organise resources required for the individual program plan

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.5 Organise off-site outings as extension of program where appropriate, according to directions
	3.6 Maintain ongoing communication with those involved in the program
	3.7 Identify concerns about current individual program plans and refer appropriately
4. Monitor and evaluate individual program plans	4.1 Assess progress of each individual using specified processes
	4.2 Contribute to regular review of the individual program plan
	4.3 Regularly document and evaluate individual program plan outcomes according to individual needs and service requirements
	4.4 Clearly identify criteria for documentation and evaluation and use for review

Foundation Skills

The Foundation Skills describe 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.

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Links

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Assessment Requirements for CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

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 3 clients to:
  - gather and record detailed information using appropriate assessment methods
  - participate in the design of their programs and documented the program plans
  - implement the programs according to the plan or instructions
  - monitor and evaluate the program plans
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- theories of:
  - development and building in the strengths of complex needs clients

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  - inclusion and non-discriminatory practices
  - segregation
  - integration
- current documentation requirements and expectations within the profession
- client assessment processes
- data collection methods
- different approaches to program planning and development
- criteria for selecting a specific programming approach
- a variety of leisure experiences including:
  - art
  - music
  - sport
  - craft
- facilitation and motivational techniques
- legal and safety requirements as they relate to activities and programs
- risk assessment processes
- sources of information to be used as resources for individual program plan development
- relevant quality improvement and accreditation system principles
- work health and safety (WHS) principles and practices

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and equipment or resources outlined in the plans

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/ 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

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CHCLEG001 Work legally and ethically

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.

This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify and respond to legal requirements	1.1 Identify, access and interpret sources of information about the legal requirements that apply to the work role
	1.2 Identify the scope and nature of own legal rights and responsibilities
	1.3 Adhere to legal requirements in work practice according to workplace policies and procedures and scope of role
	1.4 Recognise potential or actual breaches and report according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Identify and meet ethical responsibilities	2.1 Identify, access and interpret sources of information about the ethical responsibilities that apply to the work role 2.2 Identify the scope and nature of own ethical responsibilities 2.3 Meet ethical responsibilities according to workplace policies and protocols, and scope of role 2.4 Recognise potential ethical issues and dilemmas, and discuss with an appropriate person 2.5 Recognise own personal values and attitudes and take into account to ensure non-judgemental practice 2.6 Use effective problem solving techniques when exposed to competing value systems 2.7 Recognise unethical conduct and report to an appropriate person 2.8 Recognise potential and actual conflicts of interest and take appropriate action
3. Contribute to workplace improvements	3.1 Identify situations where work practices could be improved to meet legal and ethical responsibilities 3.2 Pro-actively share feedback with colleagues and supervisors 3.3 Identify and take opportunities to contribute to the review and development of policies and protocols

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.

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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

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Assessment Requirements for CHCLEG001 Work legally and ethically

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

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 workplace activities in accordance with legal and ethical requirements in at least 3 different situations
- developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role
- identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical 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. This includes knowledge of:

- legal and ethical considerations (international, national, state/territory, local) for people working in the community services and health context, how they are applied in organisations, how these impact individual workers, and the consequences of breaches:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - complaints management
  - continuing professional education
  - discrimination

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    - dignity of risk
    - duty of care
    - human rights
        - *Universal declaration of human rights*
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - informed consent
    - mandatory reporting
    - practice standards
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - industrial relations legislation relevant to employment conditions of role
    - specific legislation in the area of work – objectives and key components
    - work role boundaries – responsibilities and limitations
    - work health and safety
- interrelationships, similarities and differences that may exist between legal and ethical frameworks
- legal issues in the context of the work role:
    - type of legal issues that arise
    - ways to respond
- ethical practice in the context of the work role:
    - type of ethical issues that arise
    - ways to respond
- workplace policies, procedures and protocols:
    - how they are/should be developed
    - processes for review, including consultation and mechanisms for input

Assessment Conditions

Skills must have been 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:
    - current legislation, regulations and codes of practice
    - organisation policies, procedures and protocols
- modelling of industry operating conditions, including presence of problem solving activities

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCLEG003 Manage legal and ethical compliance

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to research information about compliance and ethical practice responsibilities, and then develop and monitor policies and procedures to meet those responsibilities.

This unit applies to people working in roles with managerial responsibility for legal and ethical compliance in small to medium sized organisations. There may or may not be a team of workers involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Research information required for legal compliance	1.1 Identify sources of information about compliance requirements
	1.2 Evaluate own area of work and determine scope of compliance requirements
	1.3 Access and interpret information relevant to area of work
	1.4 1dentify risks, penalties and consequences of non

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	compliance
	1.5 Assess and act on need for specialist legal advice
2. Determine ethical responsibilities	2.1 Identify the ethical framework that applies to the work context
	2.2 Incorporate scope of practice considerations as part of ethical practice
	2.3 Evaluate responsibilities to workers, clients and the broader community
	2.4 Model ethical behaviour in own work
3. Develop and communicate policies and procedures	3.1 Clearly articulate and document policies and procedures to support legal and ethical practice in readily accessible formats
	3.2 Integrate documentation and record keeping requirements into policies and procedures
	3.3 Ensure systems protect client information
	3.4 Nominate the roles and responsibilities of different people in meeting requirements where multiple people are involved
	3.5 Distribute policies, procedures and legal information to colleagues and peers in a timely fashion
4. Monitor compliance	4.1 Evaluate work practices for non-compliance on an ongoing basis, and implement modifications
	4.2 Maintain and update required accreditations or certifications
	4.3 Refer issues or breaches of ethical or legal practice to relevant people
5. Maintain knowledge of compliance requirements	5.1 Identify and use opportunities to maintain knowledge of current and emerging legal requirements and ethical

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	issues
	5.2 Share updated knowledge and information with peers and colleagues.
	5.3 Pro-actively engage in process of review and improvement

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

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

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Assessment Requirements for CHCLEG003 Manage legal and ethical compliance

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

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 the scope of legal and ethical compliance requirements and responsibilities, and developed policies and procedures for at least 1 workplace or business
- developed a strategic response to at least 3 different situations where legal or ethical requirements have been breached

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:

- legal responsibilities and liabilities of managers and others in different types of organisation
- legal and ethical frameworks (international, national state/territory, local), how these apply in the workplace, and the responsibilities of managers in the development and monitoring of policies and procedures, including those related to:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - complaints management
  - continuing professional education
  - discrimination

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- dignity of risk
- duty of care
- human rights:
  - *Universal declaration of human rights*
  - relationship between human needs and human rights
  - frameworks, approaches and instruments used in the workplace
- informed consent
- mandatory reporting
- practice standards
- practitioner/client boundaries
- privacy, confidentiality and disclosure
- policy frameworks
- records management
- rights and responsibilities of workers, employers and clients
- industrial relations legislation and requirements relevant to organisation
- specific requirements in the area of work, including:
  - key practices that are prohibited by law
  - auditing and inspection regimes
  - main consequences of non-compliance
  - need to apply for licences and associated mandatory training and certification requirements
  - statutory reporting requirements
  - business insurances required including public liability and workers compensation
  - accreditation requirements
  - requirements to develop and implement plans, policies, codes of conduct or incorporate certain workplace practices
- work role boundaries – responsibilities and limitations of different people
- work health and safety

- sources of information and advice on compliance including:
  - local, state/territory or commonwealth government departments or regulatory agencies
  - industry associations
  - plain English documentation that explains legislation
- functions and operating procedures of regulatory authorities of particular relevance to the health and community service sectors
- methods of receiving updated information on requirements
- use of policies and procedures in managing compliance and ethical practice in both internal work practice and external service delivery
- formats for policies and procedures and what they should include
- techniques for monitoring compliance

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Assessment Conditions

Skills must have been 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:
  - current legislation and regulations
  - workplace policies and procedures
- modelling of industry operating conditions, including:
  - use of real or simulated organisation for which the candidate develops policies and procedures
  - integration of problem solving activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCLLN001 Respond to client language, literacy and numeracy needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to identify situations where client language, literacy and numeracy (LLN) skills may be impeding access to services, to adjust service delivery, and to refer appropriately 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.

This unit applies to individuals who may be making individual client assessments or managing caseloads as part of their work role.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
1. Establish client's LLN needs	1.1 Identify signs that the client may have LLN needs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
	1.2 Review the scope of LLN skill requirements needed to effectively access services
	1.3 Identify gaps between the client's LLN skills and those required to effectively access services
	1.4 Determine the degree to which other issues may impact on the client
2. Determine strategies to address LLN needs	2.1 Collaborate with client to agree areas of LLN need and how to respond
	2.2 Determine ways in which service delivery can take account of the client's LLN needs
	2.3 Prioritise areas for immediate or longer-term action based on scope of the client's needs
3. Implement strategies to address LLN needs	3.1 Adjust service delivery approaches that respond to LLN need, including use of appropriate tools and communication strategies
	3.2 Provide the client with accurate and current information about LLN support services
	3.3 Record agreed LLN needs and the strategies used, and report in line with the client and organisation requirements
	3.4 Monitor the client and provide ongoing support and encouragement where appropriate

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCLLN001 Respond to client language, literacy and numeracy needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

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 the needs of at least 3 different people with LLN needs

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:

- indicators of LLN needs, and methods for clarifying them with the client
- methods for identifying the impact of other service-related issues on the client's LLN needs
- LLN information and referral or support services for a range of LLN needs and clients
- recording and reporting requirements

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCMGT001 Develop, implement and review quality framework

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCORG423C and CHCORG619D. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to develop, implement and monitor a framework for ongoing quality service delivery that supports the rights and interests of clients.

The unit applies to a range of leadership roles in health and community services workplaces.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Develop a framework for quality service delivery	1.1 Establish quality service standards through consultation with stakeholders and benchmarking against

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	industry standards or existing quality frameworks
	1.2 Develop strategies to ensure procedures deliver high quality services that support good practice standards and the rights and interests of clients
	1.3 Identify organisation barriers or issues that impact on delivery of high quality service and develop strategies to address them
	1.4 Identify opportunities for continuous improvement and incorporate them into operational plans
	1.5 Define and implement continuous improvement processes to monitor and ensure quality client service delivery
	1.6 Plan and ensure the involvement of all parties in quality improvement processes
2. Monitor and review service delivery against quality framework	2.1 Use a range of appropriate processes to monitor and review quality of service outcomes for clients and the community
	2.2 Monitor and review strategies for addressing barriers and issues relating to quality
	2.3 Regularly update service delivery procedures to reflect good practice and to respond to changing legislative requirements and client needs
	2.4 Identify need and opportunities for staff to develop the necessary competencies to meet changing service delivery requirements
	2.5 Establish and use feedback mechanisms to involve all users of the service and other relevant parties in the review process
	2.6 Investigate and document the effects of services on all clients
	2.7 Identify differences between stakeholder expectations and service delivery objectives
	2.8 Establish mechanisms to provide clients and stakeholders with information about review results
3. Plan and implement revised strategies to improve outcomes	3.1 Use review findings to identify threats to quality
	3.2 Respond to and investigate complaints and use as feedback to improve outcomes

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	3.3 Design and implement a plan with immediate and long term goals to develop and improve the quality of service in consultation with stakeholders
	3.4 Provide information to relevant parties about the plan and the processes to be used
4. Ensure the continuous improvement of service standards	4.1 Ensure that revised service standards incorporate stakeholder expectations and available resources
	4.2 Regularly communicate service standards and good practice to all stakeholders
	4.3 Establish procedures to check that appropriate practice is carried out
	4.4 Regularly promote, model and demonstrate good practice to all workers
	4.5 Regularly discuss issues with workers and incorporate necessary changes into strategies for continuous improvement

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

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

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Assessment Requirements for CHCMGT001 Develop, implement and review quality framework

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCORG423C and CHCORG619D. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- developed and implemented a quality framework for the delivery of at least 1 service or program
- conducted at least 1 review of service delivery that identified barriers to quality and provided recommendations for improvement
- established a continuous improvement plan for at least 1 service or 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 work role. This includes knowledge of:

- legal and ethical considerations and how these are applied in organisations, including:
  - discrimination
  - work health and safety
  - privacy, confidentiality and disclosure
  - access and equity

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  - rights and responsibilities of clients
  - complaints
- service and industry guidelines and standards
- principles of holistic and person-centred support, and where to access good practice information relevant to the industry sector
- benchmarking
- best practice and good practice
- quality assurance processes relevant to service type
- existing state and national quality frameworks relevant to service
- importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- vision statements, philosophical statements of organisation
- needs of clients
- impact of own attitudes to client groups on service delivery and strategies to improve own professional practice

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCMGT002 Manage partnership agreements with service providers

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to establish and monitor formal agreements and partnerships with specialist support providers to meet client needs.

This unit applies to a range of leadership roles in health and community services workplaces.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Investigate partnership opportunities	1.1 Determine partnership requirements according to organisation needs analysis and strategic directions 1.2 Gather, research and analyse information on potential partners 1.3 Build relationships and rapport with potential partners
2. Negotiate partnership	2.1 Maintain partnership focus and protect client's

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ELEMENT	PERFORMANCE CRITERIA
agreement terms and conditions	interests throughout discussions and negotiations
	2.2 Clearly define roles and responsibilities of each party, including level and type of service provision
	2.3 Identify and address confidentiality and privacy issues
	2.4 Determine communication, dispute resolution, meeting, decision making and reporting processes
	2.5 Formalise and sign partnership agreement
3. Implement partnership agreement	3.1 Schedule and contribute to regular meetings with partners in accordance with role
	3.2 Consult clients at all stages of implementation and ensure rights are upheld
	3.3 Implement dispute resolution processes if required
	3.4 Ensure all reporting requirements are met in accordance with organisation procedures and partnership agreement
4. Evaluate partnership agreements	4.1 Develop criteria for evaluation of partnership
	4.2 Collect and include stakeholder feedback in the evaluation process
	4.3 Measure performance against agreed criteria
	4.4 Amend partnership agreements and re-negotiate with partner organisation where appropriate

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.

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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

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Assessment Requirements for CHCMGT002 Manage partnership agreements with service providers

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence

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:

- established and maintained at least 1 partnership agreement for service provision
- conducted at least 1 partnership agreement evaluation

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:

- types and levels of partnerships and collaborations
- partnership cycles and processes
- partnership roles
- funding and accountability guidelines
- referral networks
- legal and ethical considerations relevant to partnerships and how they are applied in organisation, including:
  - privacy, confidentiality and disclosure
  - duty of care
  - human rights
  - rights and responsibilities of workers, employers, clients and service providers
- community needs and key issues for clients and/or community
- relationship between service providers

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- negotiation and influencing strategies
- conflict management principles and practices
- relationship building techniques
- information sharing benefits and risks
- intellectual property

Assessment Conditions

Skills must have been 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 partnership agreements with service providers
- modelling of industry operating conditions, including scenarios that involve forming partnerships and dealing with contingencies

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCMGT003 Lead the work team

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to undertake supervisory and coordinating activities in work groups in health and community service organisations.

Workers at this level are team leaders or managers responsible for coordinating and monitoring the activities and performance of work teams and other service providers.

This unit applies to a range of leadership roles in health and community services workplaces.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Contribute to and promote effective work practices	1.1 Develop and implement plans to meet the day to day activities of the work group 1.2 Develop and implement strategies in consultation with appropriate people to maximise work performance and outcomes

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify planning problems, barriers and constraints and develop and implement strategies to address them
2. Develop and implement staffing processes	2.1 Maintain confidentiality in relation to staff processes in accordance with organisation policies and procedures
	2.2 Identify staffing and resourcing needs and develop plans to address them
	2.3 Participate in recruitment processes
	2.4 Implement effective induction and ongoing support for new and existing staff
	2.5 Provide instruction and additional support as required to promote quality worker and client outcomes
	2.6 Encourage and facilitate staff access to training and development to enable the achievement of workplace outcomes and personal goals
	2.7 Collaborate with other service providers as needed to meet service and referral needs
3. Maintain professional approach to leading work team	3.1 Reflect on own practice and pro-actively update knowledge and skills
	3.2 Align own leadership practice with the values, ethical guidelines, policies and procedures of the organisation
	3.3 Take reasonable steps to ensure that personal or social contact does not adversely affect ability to lead the team
4. Promote effective workplace relations	4.1 Implement collaborative processes and practices that promote cooperative work practices and maintain positive relationships with staff and management
	4.2 Model and promote effective communication in the workplace, including open discussion and active listening
	4.3 Identify potential and actual conflict situations and develop and implement appropriate strategies to prevent or address them
	4.4 Throughout conflict resolution processes, ensure access to appropriate support, mediation and debriefing for parties within organisation guidelines
	4.5 Resolve problems or issues which may disrupt work

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ELEMENT	PERFORMANCE CRITERIA
	unit activities
5. Evaluate plans	5.1 Meet regularly with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the organisation 5.2 Identify areas for improvement 5.3 Revise plans and practices to ensure continued improvement 5.4 Document and report work outcomes in accordance with organisational procedures
6. Review individual performance	6.1 Implement and document performance management processes in accordance with role and organisation procedures 6.2 Work collaboratively with the individual to agree on performance improvement and development plans and document in accordance with organisation policies 6.3 Monitor and evaluate performance and provide feedback on a ongoing and regular basis 6.4 Identify poor performance and take necessary actions in accordance with role and organisation procedures 6.5 Monitor and coach individuals to improve performance 6.6 Identify and provide additional support or referral when required, in accordance with role and organisation procedures

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.

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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

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Assessment Requirements for CHCMGT003 Lead the work team

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- developed at least 1 plan for a team or group of individuals, including:
  - effective procedures to maximise staff work performance
  - strategies for collaboration and cooperative work practices
  - strategies for work performance and outcomes
  - identification of barriers and constraints and development of strategies to address them
- facilitated at least 2 group meetings or discussions to:
  - delegate work team activities
  - develop and evaluate work goals
- identified at least 1 issue causing disruption to work team activities and:
  - facilitated at least 1 meeting or discussion with those involved
  - developed and implemented strategies to resolve issue
- reviewed the performance of and coached at least 1 individual

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:

- organisation mission, philosophy
- organisation structure and communication protocols
- group facilitation processes, including technique for facilitating group discussions and meetings

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- leadership styles and their application in supporting the organisation's mission, objectives and values
- coaching principles and techniques
- difference between coaching and mentoring
- performance management sources of information on best practice work techniques relevant to the industry sector
- rostering and timetabling
- sources of conflict and stress and techniques to address and manage them
- referral networks

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCMGT004 Secure and manage funding

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit.

Application

This unit describes the skills and knowledge required to secure and manage funding for an organisation, program or project.

Workers may be responsible for determining the amount of funding required, identifying funding sources, developing funding proposals and managing ongoing compliance with funding agreements. This role would typically be undertaken by a senior worker or manager.

This unit applies to a range of health and community service contexts and relates to both government and non-government funding and tenders.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Identify funding requirements and context	1.1 Identify scope and purpose of funding 1.2 Calculate funding requirements, including budget, current funding arrangements and future projections 1.3 Identify potential avenues and sources of funding 1.4 Research and gather information on all potential funding avenues and sources

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
	1.5 Determine if funding requirements are feasible and sustainable
2. Develop a funding submission	2.1 Determine funding source requirements
	2.2 Prepare funding submission in accordance with funding source requirements
	2.3 Determine optimum method of presenting proposal to identified funding sources
	2.4 Seek legal, taxation and regulatory advice when required and ensure submission is checked by appropriate persons to ensure it meets compliance requirements
	2.5 Establish how deliverables and outcomes will be evaluated and measured
3. Present proposal and negotiate with funding sources	3.1 Present proposal to funding sources using appropriate presentation methods and techniques
	3.2 Negotiate with funding source representatives to clarify terms and conditions of funding agreement
	3.3 Evaluate submission to identify strengths and weaknesses to inform subsequent submissions
4.Manage funding agreement	4.1 Finalise funding agreement documentation and circulate to all parties
	4.2 Establish procedures to monitor ongoing compliance and reporting requirements in accordance with funding agreement
	4.3 Maintain ongoing relations with funding source to ensure mutual satisfaction with funding arrangement
5.Evaluate funding agreement	5.1 Evaluate project outcomes against predetermined measures
	5.2 Identify lessons learned and opportunities for continuous improvement
	5.3 Identify opportunities for future funding

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
	arrangements as appropriate

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

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

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Assessment Requirements for CHCMGT004 Secure and manage funding

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit.

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:

- identified at least 3 potential sources of funding
- determined the feasibility and sustainability of 3 sources of funding
- developed 1 funding proposals in accordance with funding source 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. This includes knowledge of:

- funding environment
- organisation funding strategy
- government tender processes
- private and corporate grants and funding
- compliance issues
- appropriate sources and avenues for funding
- types of funding, including:
  - ongoing
  - one-off
  - in kind contributions
  - co-payments
- channels where funding and grant opportunities are publicised
- funding issues and challenges
- relationship between funding and strategic direction or organisation

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- feasibility and sustainability principles
- budgets and budget pitfalls
- negotiation techniques

Assessment Conditions

Skills must have been 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 access to funding information, documentation, technology
- modelling of industry operation conditions

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCMGT005 Facilitate workplace debriefing and support processes

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to monitor and support workers. This includes implementing support processes to manage stress and emotional wellbeing of self or colleagues working in varied health and community service contexts. It also involves facilitating structured debriefing sessions to colleagues following incidents with the potential to impact on health and wellbeing.

This unit applies to leadership or management roles where the individual provides peer to peer support to colleagues and refers to specialised support services in line with organisation guidelines as required.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Monitor welfare of colleagues	1.1 Monitor stress and emotional wellbeing of colleagues, and where issues arise, take appropriate action in accordance with *organisation standards* and *procedures*
	1.2 Use practices that acknowledge and accept differences and accurately identify diverse needs of colleagues
	1.3 Identify required professional and *personal performance standards* and use to monitor stress and emotional wellbeing
	1.4 Regularly use self assessment and *reflective behaviour* strategies to monitor performance
	1.5 Regularly seek formal and informal performance feedback and act upon it as appropriate
	1.6 Plan appropriately to identify current and potential areas of need within organisation and develop proposals to support these areas
2. Conduct structured debriefings following an incident	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 discussion
	2.4 Use appropriate *debriefing techniques* to 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 Identify *indicators of risk* to self or others and respond according to the degree and nature of the risk
	2.7 Document and report outcomes of debriefings in accordance with organisation standards and procedures
	2.8 Identify and promptly respond to colleagues needing additional support and refer in accordance with organisation guidelines

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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

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

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Assessment Requirements for CHCMGT005 Facilitate workplace debriefing and support processes

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- provided ongoing support to least 2 different workers to address and monitor stress and emotional wellbeing
- facilitated at least 1 structured debriefing following an incident involving stress and identified colleagues requiring additional support and referred in accordance with organisation guidelines

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:

- organisation policies, procedures and resources relating to debriefing and crisis procedures
- dispute resolution policies and procedures
- legal and ethical considerations
- debriefing techniques:
  - best practice interventions
  - crisis intervention

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    - structured debriefing
    - internal and external referral sources
- indicators of significant issues being experienced by the worker and ways to respond
- impact of:
    - excessive stress
    - burn out
    - grief and loss
    - violent or threatening behaviour
- stress management
- internal and external support options and employee assistance programs
- specific limitations of work role, responsibility and professional abilities
- professional boundaries

Assessment Conditions

Skills must have been 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 workplace policies and procedures
- modelling of industry operating conditions, including group facilitation

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCMGT007 Work effectively with the Board of an organisation

Modification History

Release	Modification History
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit

Application

This unit covers the skills required to work effectively with the Board or committee of an organisation or facility.

This unit applies to senior workers in a range of sectors and settings who are required to work with and provide information to Board or committee members.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Unit Sector

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria specify the performance needed to demonstrate achievement of the element.
1. Plan for working with Board	1.1 Differentiate and document the member, governance and management issues of the organisation in the organisation's governance policy guidelines 1.2 Identify and document the relationships between governance issues and management issues 1.3 Identify and document roles, responsibilities and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria specify the performance needed to demonstrate achievement of the element.
	procedures for Board members
2. Facilitate the development of Board	2.1 Communicate the organisation's governance policy to new Directors
	2.2 Inform Directors of continuing professional development opportunities
	2.3 Monitor relevant aspects of the appropriate federal, state and local legislation and by-laws for organisation compliance and provide advice to ensure Directors follow legal requirements when carrying out Board duties
	2.4 Communicate with Board members when their input and assistance is needed to contribute to organisational outcomes
3. Provide detailed information for the Board	3.1 Prepare a structured Board paper containing an agenda and all necessary information and recommendations
	3.2 Provide Board members with the papers in sufficient time to study them before the meeting
	3.3 Communicate emerging issues in the industry that are likely to have an impact on the organisation's business and strategic plan
	3.4 Evaluate the identified emerging issues within a risk management and due diligence framework for their impact on the organisation and communicate this information to the Board
	3.5 Differentiate governance and management issues and agree with the Board
	3.6 Communicate organisational progress in relation to business and strategic plans as well as areas of

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria specify the performance needed to demonstrate achievement of the element.
	concern
	3.7 Provide recommendations for future actions and directions
	3.8 Agree on future actions, directions, timeframes and responsibilities and document decisions
	3.9 Ensure complete and accurate minutes are recorded and reported to the Board
4. Ensure regular communication with the Board	4.1 Implement actions and communicate outcomes as per documented decisions and in accordance with policies and procedures
	4.2 Provide information and advice regularly to the Board to foster ongoing informed decision-making
	4.3 Brief the Chairperson in detail on all key issues at all times
	4.4 Seek feedback from the Board in relation to performance

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

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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

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Assessment Requirements for CHCMGT007 Work effectively with the Board of an organisation

Modification History

Release	Modification History
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit

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:

- developed a Governance Policy for at least one organisation
- prepared Board Papers that included:
  - progress against the organisation's strategic plan and/or business plan
  - information and recommendations for at least 2 governance issues and 2 management issues
- participated in a Board meeting, including:
  - communicating concerns and recommendations for at least 2 issues
  - obtaining a decision on future directions for at least 2 issues
  - recording minutes

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- different types of Boards
- purpose, structure and requirements of business plan and strategic plans
- legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation
- roles and responsibilities of particular functions on the Board
- role policies and procedures play in the effective running of an organisation

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- 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)
- human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer and/or paid Boards
- organisation's governance policy guidelines including policies and procedures in:
  - 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
  - delegation of authority
  - monitoring
  - strategy formulation
  - service and advice
  - contacts
  - Chief Executive Officer (CEO) evaluation
  - Director protection
  - Board evaluation
  - Director development
  - Director selection and induction

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to establish relationships, clarify needs, and then work collaboratively with people who are living with mental health issues.

This unit applies to support workers in contexts outside the mental health sector, but who come into contact with people with mental health issues. The services and support provided are not mental health specific.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish respectful relationships with people with mental health issues	1.1 Communicate in a way that develops and maintains respect, hope, trust and self-direction 1.2 Work in a way that reflects and prioritises the person's right to self define and direct their own recovery 1.3 Recognise and respect the person's social, cultural and spiritual differences 1.4 Support the person to understand and exercise their

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	rights
	1.5 Maintain confidentiality and privacy of the person within organisation policy and protocols
2. Determine the needs of people with mental health issues	2.1 Gather and interpret information about the person's needs from the person and other agreed sources
	2.2 Identify and discuss with the person services and strategies that support empowerment and recovery
	2.3 Support the person to express their own identity and preferences and avoid imposing own values and attitudes
	2.4 Identify duty of care and dignity of risk considerations in collaboration with the person
3. Work with people with mental health issues to meet aspirations and needs	3.1 Provide support that facilitates progress towards the person's goals in collaboration with the person and their care network
	3.2 Work in ways that uphold the person's rights
	3.3 Adapt service delivery within organisation policies and procedures to meet the person's specific needs and requirements
	3.4 Document interactions and services according to organisation policy and procedures
	3.5 Respond promptly and supportively to people experiencing distress or crisis
	3.6 Work within the limits of own knowledge, abilities and work role and make referrals to other services as indicated by the person's needs

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language,

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literacy and numeracy) 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 3 people with mental health issues in ways that support individual empowerment and recovery through:
  - use of communication techniques
  - provision and adaptation of services to meet particular needs

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:

- legal and ethical considerations (international, national, state/territory, local) when working with people with mental health issues, and how these are applied in organisations and individual practice:
  - children in the workplace
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights

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  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and individuals
  - specific mental health legislation – impact on individual workers and consequences of breaches
  - work role boundaries – responsibilities and limitations
  - work health and safety
- values and principles of the mental health sector, including:
  - recovery
  - recovery oriented practice
  - health promotion and prevention
  - holistic approach
  - empowerment/disempowerment
  - access and equity
  - early intervention
  - rights
  - social justice and inclusion
  - citizenship
- different contexts of mental health work, including:
  - historical context, changing attitudes to mental health and approaches to working with people with mental health issues
  - social context. changing societal views of mental health and approaches to working with people
  - political context, government policies and initiatives affecting the mental health sector
  - economic context, the current economic situation as it relates to and affects the mental health sector and the subsequent impact on people
- impact of own attitudes on working with people with mental health issues
- key issues facing people with mental health illnesses, including impact of prejudice and discrimination
- myths and facts about mental illness
- types of mental illness
- existing services to address a person’s needs and rights
- appropriate responses to changes in mental health, mental distress and crisis
- circumstances in which referral to a health or other professional is appropriate

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to assess capacity to support people with co-existing mental health and alcohol and other drugs issues and to work collaboratively to provide support and facilitate links to other services.

This unit applies to work with people with co-existing mental health and alcohol and other drugs (AOD) assessments in a range of community services work contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess capacity to provide support to a person with co-existing mental health and AOD issues	1.1 Recognise and respond to signs indicating that a person may have co-existing mental health and AOD issues 1.2 Identify own service provision and possible agency programs or interventions suitable for a person with dual diagnosis

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Assess the impact and nature of co-existing conditions on the person, including their social, financial and legal status
	1.4 Work with the person to understand their readiness, motivation, priorities and goals for recovery in relation to both their mental health and alcohol and other drug issues
	1.5 Research or consult with specialist services, as needed, to gather additional specific information about the relevant AOD substances and their interactions or possible impacts on someone with mental health issues
2. Work collaboratively to provide support services to address co-existing issues	2.1 Build an effective working relationship with the person
	2.2 Discuss with the person their existing services and supports, and their perspective on collaboration or coordination across services
	2.3 Gather and review information on available service options and approaches with the person
	2.4 Support person to make informed decisions about approaches, including resources and services
	2.5 Develop and document a plan with the person that reflects choices made
	2.6 Work collaboratively with the person to facilitate the implementation of appropriate strategies, services and resources
3. Facilitate links to further care	3.1 Identify issues that are outside the scope of the service and/or the scope of the worker
	3.2 Collaboratively identify appropriate service and other support options with the person
	3.3 Support positive decision making to assist the person to make informed choices about recovery options
	3.4 Work collaboratively with the person to determine referral options, and responsibilities and consents required

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.5 Make referrals in consultation with the person and in line with organisation protocols
	3.6 Follow up and evaluate referrals to ensure they have been effective
4. Collaborate with the person to minimise risk	4.1 Work collaboratively with the person to proactively identify potential risks to safety of person, workers and others
	4.2 Prevent risks by identifying triggers, strategies to manage risks and contingency options
	4.3 Use evidence based de-escalation techniques, conflict resolution and negotiation skills to manage conflict
	4.4 Identify emergency situations and seek immediate assistance
	4.5 Comply with laws, relevant ethical guidelines and policy requirements that affect duty of care and dignity of risk
5. Review and report on support provided	5.1 Develop and maintain records of services provided, decisions made and follow up actions in collaboration with the person
	5.2 Communicate relevant information to work colleagues and other people working with the person, with the persons consent
	5.3 Reflect on own role in providing support and use learning to enhance future practice
	5.4 Seek advice, supervision and debriefing from workplace supervisor based on identified needs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 collaboratively to provide services to at least 3 people with co-existing mental illness and AOD 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 work role. This includes knowledge of:

- values, philosophies and service delivery models of the AOD and mental health sectors, their similarities and differences, including:
  - holistic and strength based approaches
  - recovery and recovery oriented practice
  - harm minimisation
  - power relations and dynamics, including empowerment/disempowerment, language
  - access, equity, rights based practice and social justice
  - dignity of risk
- legal and ethical considerations (international, national, state/territory and local) for dealing with people with co-existing issues, and how these are applied in organisations and individual practice:
  - codes of practice

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  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practice standards
  - privacy, confidentiality and disclosure
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and individuals accessing the service
  - specific mental health/AOD legislation and its impact on individual workers
  - work role boundaries – responsibilities and limitations
  - children in the workplace
  - work health and safety
- safety and risk management considerations and strategies, including:
  - identification
  - prevention
  - minimisation strategies
  - evidence based de-escalation techniques, conflict resolution and negotiation skills
- substances and AOD work, including:
  - common types of illegal and legal substances, including medications, tobacco and caffeine
  - harms, including common impacts of long-term use
  - common signs and symptoms of use, dependency and withdrawal
  - different models of approach, including harm minimisation and abstinence
  - drug tolerance
  - relapse prevention strategies
  - basic knowledge and general understanding of interactions between common types of mental health medications and other substances
- interactions and risk factors between common types of mental health medications and other substances
- evidence-based mental health practice including *National practice standards for the mental health workforce*
- role and use of standard screening tools to identify co-existing mental health/AOD issues
- available services and support strategies appropriate to those with co-existing issues, including those beyond AOD and mental health
- techniques and processes for developing, documenting and implementing a plan of action to address co-existing issues
- models of change and basic principles of motivational interviewing

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCMHS006 Facilitate the recovery process with the person, family and carers

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to work collaboratively with a person with mental illness and/or AOD issues to establish a basis for participation of family and carers in their individual recovery process and to facilitate ongoing participation in line with the person's needs and wishes.

This unit applies to work with people with mental illness and/or AOD issues.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Involve the person, carers and families in planning support during recovery	1.1 Identify benefits and issues related to family and carer participation in recovery processes 1.2 Discuss with the person appropriate involvement of family and carers 1.3 Work with the person to identify and agree on

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	specific roles and responsibilities and accurately record in the person's recovery plan
	1.4 Consult with identified family, carers and other relevant stakeholders in line with the person's consent
	1.5 Gauge level of relevant knowledge, skill and involvement of carers and family as a basis for identifying additional support requirements
	1.6 Provide information, resources, referrals and education to meet the needs of carers and families within scope of own work role
	1.7 Engage with the person, family and carers to plan provision of appropriate support in line with the person's consent
	1.8 Establish a relationship with the person, family and carers within boundaries of own work role
	1.9 Clarify expectations of carers and family and provide relevant additional information to support and manage realistic expectations
2. Facilitate recovery with appropriate involvement of carers and family	2.1 Involve carers and family in the person's recovery process with consent of the person and in line with recovery plan
	2.2 Maintain relationship with carers and family to identify changing carer needs and to identify support needs of carers within boundaries of own work role
	2.3 Assist the person to identify ways in which their behaviour may be positively or negatively influenced by others
	2.4 Assist the person to identify ways they may positively or negatively affecting family and carers
3. Monitor and review involvement of carers and family	3.1 Monitor carer and family participation in collaboration with the person to ensure ongoing effectiveness and consent of the person
	3.2 Monitor any potentially negative influences on the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	person and bring these to the carer and family's attention
	3.3 Take action to maintain well being and safety of self, the person and other stakeholders
	3.4 Complete and maintain required documentation

Foundation Skills

The Foundation Skills describe 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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMHS006 Facilitate the recovery process with the person, family and carers

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 collaboratively to identify, plan, implement and monitor family and carer participation in the recovery processes for at least 3 different people
- used effective communication with both the person, their and family/carers
  - reflective listening and responding
  - development of empathy and rapport
  - recognition of non-verbal triggers
  - negotiation and conflict resolution techniques

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:

- legal and ethical considerations (international, national, state/territory and local) regarding consumer and carer participation in planning and recovery, and how these are applied in organisations and individual practice:
  - codes of practice
  - discrimination
  - dignity of risk

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- duty of care
- human rights
- informed consent
- mandatory reporting
- practice standards
- privacy, confidentiality and disclosure
- policy frameworks
- records management
- rights and responsibilities of workers, employers and individuals accessing the service
- specific mental health legislation and its impact on individual workers
- work role boundaries – responsibilities and limitations:
  - role of other workers
  - roles of family and carers
- work health and safety

- values and principles of the mental health sector, including:
  - recovery
  - recovery oriented practice
  - health promotion and prevention
  - holistic approach
  - empowerment/disempowerment
  - access and equity
  - early intervention
  - rights
  - social justice and inclusion
  - citizenship
- principles and practices underpinning consumer and carer participation in recovery and service provision
- available consumer and carer services and resources

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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CHCPOL001 Contribute to the review and development of policies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCPOL402C/CHCPOL301B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to review existing policies, consult with stakeholders on potential changes and write reports to inform policy development.

This unit applies to workers who interact with clients and external stakeholders and have input to the development of organisation policies and procedures under broad guidance from others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Review existing policies	1.1 Identify organisation policies and assess them for relevance, currency and effectiveness in current work 1.2 Identify and evaluate the impact of the broader policy context

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Establish key stakeholders to be consulted about potential policy changes
2. Consult with others regarding change	2.1 Plan consultation methods relevant to the client group and organisation
	2.2 Develop clear documentation to support the consultation process
	2.3 Explain policy information to clients and other stakeholders, involving translation services according to need
	2.4 Consult with clients and other stakeholders about impact of policy and potential changes
	2.5 Promote informed policy debate enabling exchange of views and information between clients and other stakeholders
3. Contribute to policy advice	3.1 Collate and analyse findings of research and consultation processes
	3.2 Evaluate factors impacting on quality or outcomes of research or consultation and incorporate in reports
	3.3 Draft reports using language and format appropriate to audience, purpose and context
	3.4 Incorporate reasoned argument and substantiated evidence into report
	3.5 Provide draft report to stakeholders and decision makers for consideration
	3.6 Present report in line with organisation standards

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

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCPOL001 Contribute to the review and development of policies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCPOL402C/CHCPOL301B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

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 the review and development of policies for at least 1 organisation, taking account of:
  - broader industry or government policy context
  - legislative and regulatory impacts
- engaged in consultation with at least 3 different clients and/or external stakeholders
- prepared at least 1 report documenting findings and recommendations for the development or revision of 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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical context (international, national, state/territory, local) for policy review and development in the sector of work:
  - codes of practice
  - duty of care
  - human rights
  - privacy, confidentiality and disclosure
  - policy frameworks

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    - rights and responsibilities of workers, employers and clients
    - work health and safety
- current industry developments and context for policy development
- individual organisation policies impacting on the worker, the organisation and its target groups
- ways to assess the effectiveness of current policies
- basic research methodologies and tools:
    - desk-based
    - quantitative
    - qualitative
- consultation methodologies and their appropriateness for different audiences:
    - surveys
    - interviews
    - focus groups
- type and features of documentation/information used to support consultation processes
- report formats and structures
- report writing techniques

Assessment Conditions

Skills must have been 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 organisation policies, procedures and data
- modelling of industry operating conditions, including:
    - consultation activities with real people
    - interactions with supervisors
    - presence of timelines, budgets and deadlines

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCPOL002 Develop and implement policy

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Correction on number of element 3. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to research, develop and implement new policy initiatives.

This unit applies to workers who are directly responsible for driving new policy directives across a business unit, team or service.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Research new policy initiatives	1.1 Evaluate existing policies to determine their currency and relevance 1.2 Evaluate current policy trends and their impact on policy development

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.3 Complete research and consultation in accordance with organisation policies and procedures
	1.4 Facilitate open constructive discussion about policy issues and their possible resolution
2. Draft policies	2.1 Select and use policy formats and structures suited to policy users
	2.2 Draft policies that reflect the culture, values and objectives of the organisation
	2.3 Clearly and logically articulate policy requirements and other information that supports policy statements
	2.4 Develop plans for policy resourcing, implementation and review
3. Test draft policies	3.1 Develop and implement consultation mechanisms for draft policies
	3.2 Identify policy implementation issues with key stakeholders
	3.3 Modify draft policies according to outcomes of consultation
	3.4 Give sufficient notice to those affected by policy changes
4. Develop policy proposals	4.1 Prepare policy materials that support implementation and facilitate stakeholder understanding and acceptance of changes
	4.2 Present policy proposals to decision-makers according to organisation requirements
	4.3 Seek and gain formal approval according to organisation requirements
5. Implement and review policies	5.1 Develop policy implementation plan that maximises impact of new and revised policies
	5.2 Develop and use strategies that facilitate wide promotion and dissemination of policy information

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	5.3 Implement evaluation plan to ensure ongoing review of policies
	5.4 Review policies in accordance with organisation policies and procedures
	5.5 Obtain and respond to stakeholder feedback during marketing, promotion and implementation of policies and use learning to inform further review of policies

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

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

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Assessment Requirements for CHCPOL002 Develop and implement policy

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Correction on number of element 3. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

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:

- researched, drafted, developed and implemented at least 1 policy initiative for at least 1 business unit or organisation
- engaged in consultation with at least 3 different stakeholders, including:
  - individuals
  - groups or organisations

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical context (international, national, state/territory, local) for policy development in the sector of work:
  - codes of practice
  - duty of care
  - human rights

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    - privacy, confidentiality and disclosure
    - policy frameworks
    - rights and responsibilities of workers, employers and clients
    - work health and safety
- current industry developments and context for policy development, including funding body requirements
- policy trends at global, national, state/territory and local levels
- organisation strategic focus and philosophy within which policies are developed
- key stakeholders at local, state/territory and national level
- principles and practices of policy development and implementation:
    - research - methodologies and tools
    - consultation
        - methodologies and appropriateness for different audiences
        - types and features of documentation/information used to support consultation
        - stakeholder engagement and management
    - approval processes
    - structures and formats for policy documents
    - implementation considerations and processes
    - evaluation and review
- report writing techniques

Assessment Conditions

Skills must have been 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:
    - organisation policies and procedures
    - organisation data
- modelling of industry operating conditions, including:
    - consultations with organisation stakeholders
    - interactions with management and decision-makers

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCPOL003 Research and apply evidence to practice

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTCOM502/CHCPOL501A. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to establish the information need, gather information and critically analyse the information for relevance to own work.

This unit applies to health and community service workers who need to research existing information to support and improve their work practice. It does not cover primary research.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Plan information gathering activities	1.1 Identify situations where research may be required to support and improve own work practice 1.2 Evaluate current trends in own area of practice 1.3 Establish and define research objectives 1.4 Identify and access credible sources of data and evidence

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Gather information	2.1 Evaluate and select methods of gathering information
	2.2 Gather information using a systematic approach
	2.3 Establish relevance of information according to objectives and work requirements
	2.4 Facilitate analysis by organising information in a way that supports its analysis and future use
3. Analyse information	3.1 Prioritise information based on the information need
	3.2 Compare and contrast different sources of information
	3.3 Assess the strength, relevance, reliability and currency of the information in the context of own work
	3.4 Assess the feasibility, benefits and risks associated with the information
	3.5 Make and document conclusions based on findings
4. Use information in practice	4.1 Assess ways in which different aspects of information may be used
	4.2 Use information and learning from research to identify potential areas for change in current practice
	4.3 Identify issues that require further research and evaluation
	4.4 Develop actions to address outcomes of research

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.

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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

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Assessment Requirements for CHCPOL003 Research and apply evidence to practice

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

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 research activities and developed actions based on research outcomes for at least 2 different issues within own field of 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:

- different reasons for undertaking research:
  - comparison
  - hypothesis testing
  - trend identification
  - own knowledge extension
  - strengthen quality of own practice
- sources of information, including established information sources and current research within own area of practice

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- principles and models of evidence-based practice, including:
  - rules of evidence
  - duty of care requirements associated with evidence-based practice
  - differences between evidence-based practice, continuous quality improvement and research
- ways to evaluate the validity of information sources
- research processes and how to use them
- cultural and ethical considerations for research
- processes that support analysis of information and how to use them, including:
  - comparing
  - contrasting
  - challenging
  - reflecting
  - distinguishing relevant from irrelevant
  - drawing interdisciplinary connections

Assessment Conditions

Skills must have been 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 current research, evidence-based studies and industry intelligence

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCPRP001 Develop and maintain networks and collaborative partnerships

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Correction of modification history and mapping - CHCNET301D and CHCNET404B removed
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCNET402B/ CHCNET501C/ CHCNET503D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to identify networking and collaboration needs and develop formal and informal partnerships to enhance service delivery and improve professional practice.

This unit applies to work in all industry sectors, and to individuals who take pro-active responsibility for improving collaboration between workers and organisations.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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ELEMENT	PERFORMANCE CRITERIA
1. Identify networking and collaboration needs and opportunities	1.1 Evaluate the ways in which individual and organisation performance may be improved through collaboration 1.2 Identify and prioritise organisation and individual needs 1.3 Identify gaps in networks and collaborative practice and identify required action to fill the gap
2. Develop collaboration strategies	2.1 Gather and review information about relevant services, organisations and key people 2.2 Pro-actively initiate relationships with other inter and intra sectoral professionals and organisations 2.3 Share information and resources, where possible, with other organisations to overcome duplication in service delivery 2.4 Maintain currency and accessibility of information 2.5 Define and document the type and level of collaboration, and negotiate with the relevant people
3. Work collaboratively	3.1 Identify opportunities that meet client, personal and organisation goals 3.2 Plan and implement integrated projects and service delivery 3.3 Liaise with staff from relevant organisations on a formal and informal basis
4. Represent the organisation	4.1 Promote a positive image of the organisation at available opportunities 4.2 Communicate issues, policies and practices of the organisation in appropriate formats 4.3 Implement confidentiality measures that protect client, organisation and network
5. Maintain and enhance networks and collaborative	5.1 Maintain networks and other work relationships to provide identifiable benefits for clients and the

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ELEMENT	PERFORMANCE CRITERIA
partnerships	organisation
	5.2 Improve and maintain networks and collaborative partnerships
	5.3 Monitor benefits to worker, organisation and client group in ongoing participation
	5.4 Evaluate strengths and weaknesses of collaborations and make recommendations for action

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

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

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Assessment Requirements for CHCPRP001 Develop and maintain networks and collaborative partnerships

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Correction of modification history and mapping - CHCNET301D and CHCNET404B removed.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCNET402B/ CHCNET501C/ CHCNET503D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

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 strategies for networking and collaboration for at least 1 organisation
- worked collaboratively with external individuals or groups in at least 3 different service delivery situations

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:

- legal and ethical considerations for collaborative practice, including:
  - copyright and intellectual property
  - privacy, confidentiality and disclosure
- principles of networking and collaboration
- different types of networks and collaboration:
  - organisational
  - individual

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  - virtual
  - formal/informal
- benefits of networking and collaboration:
  - for clients
  - for the organisation
  - for the worker
- values, limitations and dynamics of networks and collaborative partnerships
- industry structure and interrelationships between different organisations, both public and private
- established networks in relevant area of work:
  - structure
  - key stakeholders
  - vision and purpose
  - opportunities for participation

Assessment Conditions

Skills must have been 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 information relating to peak bodies, network groups and web based network services
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCPRP002 Collaborate in professional practice

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to establish, implement and evaluate collaborative practice.

This unit applies to health and community service practitioners who may collaborate on the delivery of services to individual clients, groups of clients, communities or sub-populations. They may work individually with shared clients, together with individual clients or work on projects or programs that address the needs of groups or sub-populations. Work is self-directed.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Incorporate collaboration into own practice	1.1 Establish and maintain sustainable relationships based on mutual respect and trust 1.2 Cultivate collaborative communities and partnerships based on the potential benefits for clients, self and others 1.3 Reflect on the blocker**s** to effective collaboration and adopt personal philosophies and behaviours in response

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Source, review and use information sources that support collaboration
	1.5 Identify and pursue opportunities for collaboration
2. Establish collaborative approaches	2.1 Establish shared understandings of objectives and parameters
	2.2 Agree on ways of working that acknowledge the different contributions of those involved and the need for an holistic approach
	2.3 Acknowledge and integrate ethical approaches to information sharing and privacy
	2.4 Identify and respond to professional and practical considerations including intellectual property issues
	2.5 Organise, allocate and document tasks and activities in a cost-effective and equitable manner with clear, agreed outcomes
3. Implement collaborative approaches	3.1 Promote the confidence and support of others by demonstrating a high standard of personal engagement and professionalism
	3.2 Contribute and share own professional expertise
	3.3 Identify and act on opportunities to extend own expertise and learn from others as work progresses
	3.4 Challenge, test and share ideas in a supportive way
	3.5 Embrace and reflect on challenges and complexities and take responsibility for finding solutions
	3.6 Honour own commitments and take responsibility for outcomes
4. Evaluate collaboration	4.1 Engage in an open process of review and evaluation with others
	4.2 Reflect on own level of participation, relationships with others, and personal behaviour
	4.3 Identify and seek opportunities to refine and expand own expertise

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ELEMENT **PERFORMANCE CRITERIA**

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

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

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Assessment Requirements for CHCPRP002 Collaborate in professional practice

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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:

- established, implemented and evaluated a collaborative approach to at least 3 different projects or service delivery situations, demonstrating skills to address complex and interrelated challenges using:
  - collaborative communication
  - critical thinking
  - problem solving

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:

- legal and ethical considerations for collaborative practice, including:
  - copyright and intellectual property
  - privacy, confidentiality and disclosure
- types of collaboration and collaborative projects that apply to particular areas of community services and health practice
- different services models and professional philosophies in community services and health practice
- types of behaviours that support effective collaborative relationships
- benefits of collaboration for individuals, organisations and communities, including the value of collaboration as a problem-solving tool

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- types of tools and documents to support the establishment, implementation and maintenance of collaborative practice
- typical blockers to the collaborative process, particularly in a service delivery context
- different roles played by people in a collaborative process
- typical problems encountered in a collaborative process and how they may be avoided or resolved
- ways of evaluating projects in terms of their success as collaborative undertakings

Assessment Conditions

Skills must have been 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
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCPRP003 Reflect on and improve own professional practice

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.

This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Reflect on own practice	1.1 Undertake self-evaluation in conjunction with supervisors and/or peers 1.2 Reflect on and recognise the effect of values, beliefs and behaviour in practice 1.3 Share two-way, open and evaluative feedback with co-workers or peers 1.4 Actively seek and reflect on feedback from clients,

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ELEMENT	PERFORMANCE CRITERIA
	organisations or other relevant sources
2. Enhance own practice	2.1 Determine improvements needed based on own evaluation and feedback from others 2.2 Identify potential support networks both internal and external to the organisation 2.3 Seek specialist advice or further training where need is identified 2.4 Recognise requirements for self-care and identify requirements for additional support 2.5 Devise, document and implement a self development plan that sets realistic goals and targets
3. Facilitate ongoing professional development	3.1 Access and review information on current and emerging industry developments and use these to improve practice 3.2 Assess and confirm own practice against ethical and legal requirements and opportunities 3.3 Identify and engage with opportunities to extend and expand own expertise 3.4 Regularly participate in review processes as a commitment to upgrading skills and knowledge

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

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCPRP003 Reflect on and improve own professional practice

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

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 a structured process to reflect on and improve own practice and created 1 personal development plan that includes:
  - goals
  - timeframes
  - ways of measuring progress

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:

- legal and ethical considerations for reviewing and improving own practice, including:
  - codes of practice
  - duty of care
  - rights and responsibilities of workers and employers
  - work role boundaries – responsibilities and limitations
- models and processes of professional reflection
- professional development opportunities, including:
  - industry networking
  - professional associations
  - training requirements and options

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    - informal and formal ways of learning and developing
- principles and techniques for:
    - creating a personal development plan
    - personal goal setting
    - setting realistic timeframes
    - measuring progress and performance
- types of work methods and practices which can improve performance
- learning styles and how they relate to different individuals

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCPRP004 Promote and represent the service

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to promote and represent the organisation to the community, including developing responses to negative publicity and perception.

The unit applies to work in all industry sectors, and to individuals who work with significant autonomy, most likely in management roles.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Promote the service to the community	1.1 Identify, access and analyse information that informs promotional activities
	1.2 Identify and target community stakeholders and their particular interests
	1.3 Provide accurate and positive information to the community about the service
	1.4 Facilitate opportunities for the community to view and contribute to the service
	1.5 Target communications to areas where the profile needs raising or clarifying
	1.6 Prepare and use community information materials and resources
	1.7 Develop information campaigns to address particular issues
	1.8 Encourage staff to participate in appropriate forums
2. Represent the service	2.1 Clearly and accurately communicate the philosophy, purpose, policies and procedures of the service within scope of own role
	2.2 Promote the organisation consistently to external bodies that affect service operations, role and funding
	2.3 Identify and use opportunities for promotion constructively
	2.4 Respond to, and follow up questions and concerns about the service
	2.5 Represent the service's need for resources to appropriate forums and organisations
	2.6 Represent the perspective and experience of the service to relevant forums and organisations
3. Respond to negative publicity and perceptions	3.1 Seek advice from stakeholders and supporters in the community
	3.2 Nominate a spokesperson to represent the service
	3.3 Ensure communications used do not exacerbate existing negative perceptions
	3.4 Review organisation policies in light of issues raised
	3.5 Analyse negative publicity and perceptions about the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Promote the service to the community	1.1 Identify, access and analyse information that informs promotional activities 1.2 Identify and target community stakeholders and their particular interests 1.3 Provide accurate and positive information to the community about the service 1.4 Facilitate opportunities for the community to view and contribute to the service 1.5 Target communications to areas where the profile needs raising or clarifying 1.6 Prepare and use community information materials and resources 1.7 Develop information campaigns to address particular issues 1.8 Encourage staff to participate in appropriate forums service and develop and implement a strategy to deal with these issues

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

No equivalent unit.

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Links

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Assessment Requirements for CHCPRP004 Promote and represent the service

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.

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:

- represented at least 1 community sector organisation and its philosophies, purpose and policies to the community through a range of methods, including at least 1 of each of the following:
  - written materials, publications or fact sheets
  - forums, workshops or presentations
- developed strategies to address at least 2 examples of negative publicity or perception

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:

- legal and ethical considerations for service promotion and representation, including:
  - copyright and intellectual property
  - privacy, confidentiality and disclosure
- promotion and representation:
  - similarities and differences
  - when and how each are used
  - key stakeholders involved
- professional networks in the area of work

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- industry structure and interrelationships between different organisations, both public and private
- current issues, concerns and debates relevant to the area of work
- key aspects of planning for community promotion and engagement:
  - setting objectives
  - profiling the community/stakeholders
  - identifying potential partnerships
  - developing consultation and communication strategies:
    - styles and types of communication and their suitability for different situations
    - different types of media
    - different levels of community involvement
- strategies for representation of the service
- techniques and considerations for developing written information resources
- fundamental principles of public relations and issues management

Assessment Conditions

Skills must have been 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 organisation information as basis for activities
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCPRP005 Engage with health professionals and the health system

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence

Application

This unit describes the skills and knowledge required to work within the health care system and engage effectively with other health professionals, including writing referral reports.

This unit applies to individuals working in health or community services who work autonomously with clients in the provision of services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Use health care systems and services	1.1 Identify health care systems and services with links to own practice 1.2 Research and maintain information about other health services to support own practice 1.3 Offer current and accurate information about other health care services 1.4 Provide clear and accurate information to clients

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	about their financial and eligibility issues
	1.5 Identify and use opportunities to maintain, extend and update knowledge
2. Interact with health professionals	2.1 Establish effective relationships with workers from different sectors and levels of the industry according to work role
	2.2 Use accepted industry language and terminology when sharing information
	2.3 Work collaboratively to both seek and share information
3. Make referrals to health professionals	3.1 Determine need for referral to other professional health services based on client needs and assessment indications
	3.2 Clearly communicate the need for referral to the client and explain rationale
	3.3 Ensure referral occurs with consent of client and within confidentiality standards
	3.4 Write referral report, including clear and accurate information about results of own testing or assessment
	3.5 Structure information logically, using language that will be understood by the report recipient
	3.6 Make recommendations within scope of own practice and expertise

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.

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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

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Assessment Requirements for CHCPRP005 Engage with health professionals and the health system

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence

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:

- researched and selected relevant information about the Australian health care system for use in own practice
- developed at least 3 referral reports for different clients using appropriate language and terminology

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:

- structure, function and interrelationships of the Australian health care system
- health care professions and allied health services, how they interrelate and their relationship to specific area of practice
- scope of own practice and limitations of own role within the health system
- health system funding and financial structures, and implications for practice and clients
  - public and private systems
  - health fund eligibility
- current and emerging health industry issues
- other services to which the practitioner may refer clients
- referral reports:
  - what information they should include

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- how they should be structured
- limitations of information and/or recommendations

Assessment Conditions

Skills must have been 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
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCPRT001 Identify and respond to children and young people at risk

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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

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people

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) 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

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Assessment Requirements for CHCPRT001 Identify and respond to children and young people at risk

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

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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.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCPRT002 Support the rights and safety of children and young people

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.4 Report unethical behaviour according to organisational procedures and policies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) 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

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Assessment Requirements for CHCPRT002 Support the rights and safety of children and young people

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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

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    - 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 polices 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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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

Modification History

Release	Comments
Release 4	Correction of mapping and metadata CHCRF301E removed. Equivalent outcome.
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Changes to metadata and links. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCPROT429A. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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	2.1 Conduct all work within agreed guidelines of collaborative practice 2.2 Prioritise experiences of child when supporting needs, rights and interests of the child 2.3 Acknowledge and manage challenges of child protection work in a collaborative practice framework 2.4 Apply effective safe work and self-management strategies in child protection duties
3. Work collaboratively with children and families from diverse backgrounds	3.1 Identify risk factors for families and support them to address these risks 3.2 Respond appropriately to children and families with culturally and linguistically diverse backgrounds 3.3 Develop effective working relationships with agencies supporting children and families from diverse backgrounds 3.4 Liaise and consult with other agencies and personnel as appropriate 3.5 Provide referrals to support families

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Oral communication – in order to facilitate collaborative discussions with children and

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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

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

Modification History

Release	Comments
Release 4	Correction of mapping and metadata CHCRF301E removed. Equivalent outcome.
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Changes to metadata and links. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCPROT429A. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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

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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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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CHCSET001 Work with forced migrants

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to work with, and for, refugees within an ethical, social, political and economic context.

This unit applies to work within an agency, directly or indirectly, involved with the provision of services to forced migrants, people with *Refugee or special humanitarian visas*, those granted refugee status in Australia, business and skilled migrants whose prime motivation for leaving their country was to escape violence and/or persecution, and the immediate family members of anyone from the aforementioned groups.

Workers will have limited responsibilities and work within established guidelines to develop, monitor and provide support and services in a range of areas, including but not limited to, settlement, accommodation, counselling, financial advice, family services, youth work, income support, education, health care and crisis intervention.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential	*Performance criteria describe the performance needed to*

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ELEMENT	**PERFORMANCE CRITERIA**
outcomes	*demonstrate achievement of the element.*
1. Develop a professional rapport with people who are forced migrants	1.1 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 1.2 Identify how one's own ethnicity, religion, class and gender will affect interactions with clients and modify approach appropriately 1.3 Identify the communication needs of clients who are newly arrived, traumatised and confused and modify approach appropriately 1.4 Identify where an interpreter is needed and work to ensure that appropriate interpreter services are accessed
2. Plan settlement services	2.1 Identify current issues which may impact on own work or organisation 2.2 Collect, discuss and use the views of key stakeholders and representatives from relevant target groups when determining service requirements 2.3 Develop and maintain links with workers with complementary roles in the provision of settlement services 2.4 Evaluate issues in relation to a person's culture, family background and interest and modify plan appropriately 2.5 Identifying specific needs of individuals and determine learning program requirements 2.6 Document and agree plan with client and other relevant service providers or stakeholders
3. Address issues associated with people who are forced migrants	3.1 Provide support to clients using a collaborative approach 3.2 Discuss and provide information regarding the range of services available in Australia and the importance of using these services 3.3 Take into account the culture, religion, gender and experiences of the person in all actions and decisions 3.4 Recognise trauma and refer to appropriate personnel or services

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Support clients to deal with loss and grief
	3.6 Support clients to deal with discrimination from both the mainstream community and from other ethnic groups
	3.7 Support client to make appropriate links both within their own community and within the broader Australian community
	3.8 Refer clients to other service providers as required
4. Monitor and review support	4.1 Obtain ongoing feedback from clients in relation to service and support
	4.2 Evaluate progress in relation to service provision plan
	4.3 Monitor stress and emotions of self and colleagues and implement strategies to maintain wellbeing
	4.4 Identify opportunities for improved service provision and modify approach

Foundation Skills

The Foundation Skills describe those required skills employability 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.

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

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Assessment Requirements for CHCSET001 Work with forced migrants

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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, delivered and monitored the delivery of a settlement plan for 3 groups of forced migrants

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:

- legal and ethical considerations (national, state/territory, local) relevant to settlement services and how these are applied in organisations and individual practice:
  - privacy, confidentiality and disclosure
  - mandatory reporting
  - conflict of interest and maintaining professional boundaries
  - discrimination
  - access and equity
- drivers and issues associated with migration and forced migration, including:
  - what migration is and what forms it takes
  - causes and impacts of forced migration
  - knowledge of the international protection regime

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  - Australia's response to forced migration
  - immigration processes, including how and why people selected to come to Australia
  - meaning of various visa subclasses
  - the profile of the current humanitarian program entrants, their experience and the impact of this on their settlement needs
- settlement process, practices and policies in Australia, including:
  - current and historical context of work in this sector
  - social, political and economic context in which the sector operates
  - what is settlement: current theories, phases and indicators
  - practical and emotional settlement needs of new migrants
  - services available to new migrants and how these services can be accessed
  - settlement plans and how they are developed
  - government service principles
- service delivery frameworks
- refugee experience and recognising effects of grief, loss, stress, torture and trauma
- post traumatic stress disorder
- the impact of migration on the family and the impact of change roles within the family
- the importance of identity, including recognising the significance of giving clients a chance to define themselves according to either their ethnicity or their current circumstances
- availability of resources and assistance within, and external to, the organisation, including relevant referral networks and how to access their services
- strategies for the worker to maintain their own well being and to support the well being of colleagues and clients
- international and Australian perspectives on gender, class, culture and religion

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCSOH001 Work with people experiencing or at risk of homelessness

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence Additional assessor requirements

Application

This unit describes the skills and knowledge required to work with people who are experiencing homelessness or at risk of becoming homeless, including women and children experiencing family violence.

This unit applies to work in a range of roles at any level within a community services and health context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Address issues associated with people who are experiencing homelessness or risk of becoming homeless	1.1 Be aware of own personal values and attitudes regarding homelessness and take these into account when planning and implementing work activities 1.2 Identify barriers in accessing safe, secure housing for

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ELEMENT	PERFORMANCE CRITERIA
	people in specific circumstances experiencing homelessness or at risk of becoming homeless
	1.3 Where appropriate, ensure opportunities are provided for the person to participate in service planning and support activities
	1.4 Assess the personal safety of those experiencing homelessness or at risk of becoming homeless, including young homeless to ensure they are not in an unsafe situation and report and refer appropriately
	1.5 Assess issues impacting on the person's homelessness risk or situation and modify the approach to service delivery
	1.6 Work with the person to identify and discuss potential solutions to complex issues raised, including referral to appropriate services and personnel
	1.7 Provide advice and assistance on housing options
2. Support and advocate for people who are experiencing homelessness or at risk of becoming homeless	2.1 Advocate and negotiate for services in conjunction with the person and according to the person's needs
	2.2 Support the person to advocate and/or negotiate on their own behalf and to deal with discrimination
	2.3 Negotiate and create access pathways to support services and the full range of social and private housing providers
	2.4 Use a range of advocacy techniques that take into account differing cultural backgrounds, are age appropriate and gender sensitive
	2.5 Advocate within the community to facilitate addressing issues on behalf of people who are experiencing homelessness or at risk of becoming homeless

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.

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

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCSOH001 Work with people experiencing or at risk of homelessness

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence Additional assessor requirements

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 collaboratively with 3 people (including women and children experiencing family violence) who are experiencing homelessness or are at risk of becoming homeless, to identify and address barriers and issues impacting on their ability to secure housing
- provided advice to 3 people in relation to options for key agencies and services that provide appropriate housing and accommodation services
- identified 1 child at risk of homelessness and followed organisation and legislative requirements for referral and reporting
- advocated on behalf of 1 person and supported the person to advocate on their own behalf to negotiate options, services and pathways to address barriers and issues impacting on their ability to secure or sustain housing

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:

- context within which the system of housing has developed in Australia
- different levels of government and their role in provision of housing

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- legal and ethical considerations (national, state/territory) relevant to social housing and how these are applied in organisations and in individual practice:
  - human rights
  - child protection
  - mandatory reporting
  - duty of care requirements and the law of negligence in delivering services to those experiencing homelessness or risk of becoming homeless
  - access and equity
  - privacy, confidentiality
- legal system:
  - courts
  - police powers
  - court reports
  - relevant state/territory residential tenancy tribunals
- principles and practice of:
  - community delivered service provision
  - holistic and client-centred service
  - client empowerment and disempowerment
- underpinning values and philosophies relevant to working with people who are experiencing homelessness or risk of becoming homeless
- cultural issues which impact on housing system for minority groups including newly arrived refugees and for Aboriginal and/or Torres Strait Islander people
- changing social, political and economic context in which homelessness occurs
- current and historical factors which impact on provision of housing
- gender context of homelessness
- range of consumers, consumer groups and stakeholders in relation to the Australian housing system, their demographics, needs, complexity of issues
- primary, secondary and tertiary definitions of homelessness
- structural causes which allow and maintain homelessness
- range of issues impacting on people who are experiencing homelessness or risk of becoming homeless
- specific issues facing individuals and existing services and outreach programs available to address their needs and rights
- risk and contributing factors of homelessness
- indicators of family violence, mental health issues, substance abuse and child protection issues
- the complexity surrounding family violence and legal requirements when dealing with people who are experiencing family violence
- housing options, range of tenures and the pathways of the homelessness service system, including crisis, transitional, community housing, public housing, housing associations, cooperatives
- private rental system
- own work role within the context of delivering services to homeless people

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- organisation's role within the context of the sector
- access pathways for transient, marginalised individuals
- case management framework

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must have experience working with homelessness or social housing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCVOL002 Lead volunteer teams

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit

Application

This unit describes the skills and knowledge required to lead and develop teams of volunteers using a participative approach and in line with organisation standards for volunteer work.

This unit applies to volunteers who are responsible for leading small teams of other volunteers in a range of sectors.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify and allocate tasks for team	1.1 Identify team goals with team members 1.2 Identify tasks required to achieve goals 1.3 Identify team and individual safety responsibilities 1.4 Estimate time and resources needed to complete tasks safely 1.5 Collaborate with team members to allocate individual responsibilities within the team 1.6 Ensure designated team goals are met

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
2. Induct and develop others within the team	2.1 Present a positive image of the organisation to other volunteers 2.2 Assist with the induction of new volunteers into the organisation's mission, purpose, procedures, expectations 2.3 Follow up induction processes to ensure adherence to organisation policies and procedures
3. Use a participative approach to leading volunteers	3.1 Participate in team and provide assistance and support to team members as needed to ensure designated team goals are met 3.2 Seek, acknowledge and act on information and feedback provided by other team members in the work group 3.3 In consultation with team, evaluate team performance according to its goals 3.4 Provide ongoing constructive feedback to team 3.5 Give and receive supervisor feedback
4. Reflect on own performance	4.1 Apply principles of reflective practice to evaluate own performance according to team and personal goals and identify opportunities for continued performance improvement 4.2 Identify and access professional development opportunities to improve own leadership performance

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

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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=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCVOL002 Lead volunteer teams

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Unit

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:

- volunteered as a team leader of at least 2 paid and/or unpaid staff for a period of at least 30 hours in an organisation with a structured volunteer 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 work role. This includes knowledge of:

- relevant policies and procedures to assist other volunteers work in line with organisation policies and procedures
- relationship between paid and unpaid roles and how volunteers fit within the organisation
- *Universal declaration on volunteering* and current national volunteering codes and standards
- effective team work
- leadership styles
- delegation
- management structure and lines of authority

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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CHCYTH001 Engage respectfully with young people

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to communicate effectively with young people (aged 12 to 25 years) in work roles with a specific focus on young people.

This unit applies to work undertaken in work roles where the young person is the primary client.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Communicate effectively	1.1 Listen to the young person to gain understanding

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
with young people	of their experiences
	1.2 Foster communication exchanges that support the development of trust and rapport
	1.3 Process information about the young person's situation from their perspective
	1.4 Use a range of appropriate communication strategies to engage with young people
	1.5 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
	1.6 Maintain young person's confidentiality in the context that the young person is the primary stakeholder
2. Reflect understanding of youth cultures and subcultures and young person's own development	2.1 Consider youth culture and subcultures of the young person in all actions and decisions
	2.2 Consider the young person's individual development in all actions and decisions
	2.3 Evaluate issues in relation to young person's culture and modify approaches appropriately
	2.4 Select activities and resources to promote awareness, respect the young person and value diversity
	2.5 Establish guidelines that are relevant to the culture and background of the young person
	2.6 Assess the impact of own cultural values, cultural lens and ethnocentrism in youth work
3. Work with the young person as the focus	3.1 Apply youth-centred practices when working with young people
	3.2 Respect the rights, needs and responsibilities of the young person
	3.3 Explain worker rights and responsibilities to the young person as necessary
	3.4 Establish a professional relationship and boundary expectations with the client

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.5 Identify and manage power inequities in the professional relationship
	3.6 Apply principles of ethical decision-making in working with young people
4. Reflect on own practice and values	4.1 Identify opportunities to reflect on own interactions and practices with young people
	4.2 Recognise areas where own biases, background and opinions may have impacted on work with the young person
	4.3 Seek opportunities to address any concerns or areas for development

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Oral communication – in order to engage and establish collaborative, professional relationships with young people.

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	• centre-based work

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must include one or more of the following:	• 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

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Assessment Requirements for CHCYTH001 Engage respectfully with young people

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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:

- applied youth-centred practices when working with young people, including:
  - using interpersonal skills to engage with at least three young people
  - applying engagement skills with young people with diverse range of presenting issues and experiences
  - applying principles of ethical decision-making to ethical dilemmas when the young person is the primary client
  - establishing and maintaining a professional relationship with at least one group of young people.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the

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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
- current issues facing young people and existing services to address their needs and rights
- different world views and the interrelationship of society, culture and the young person
- diversity in all forms – across cultural, sexuality, ability, socioeconomic and geographic spheres, and the experiences of migrants, refugees and asylum seekers
- own cultural values, cultural lens and ethnocentrism
- own work role within the context of the youth sector
- access and equity principles
- principles of ethical decision-making
- statutory frameworks in which the work role functions
- the impact of judgement-making skills in working with young people
- youth-centred practices with focus on the young person as the primary stakeholder
- youth cultures, social, political and economic and professional frameworks.

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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCYTH002 Work effectively with young people in the youth work context

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Apply understanding of the social, historical, economic, legal and political contexts of young people	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 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

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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.

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

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Assessment Requirements for CHCYTH002 Work effectively with young people in the youth work context

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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CHCYTH003 Support young people to create opportunities in their lives

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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 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.

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

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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

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Assessment Requirements for CHCYTH003 Support young people to create opportunities in their lives

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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CHCYTH004 Respond to critical situations

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement risk-minimisation	1.1 Establish framework for dealing with potential crisis

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
strategies	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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 clients	4.1 Use calm, confident and assertive communication to establish positive personal interaction and exchange 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 describe those required skills (language, literacy, numeracy and employment skills) 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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for CHCYTH004 Respond to critical situations

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Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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

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Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Develop support	1.1 Assess specific needs of the young person and match to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
programs for young people	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 1.5 Provide relevant information to client as appropriate
2. Ensure that young people with complex needs receive appropriate services	2.1 Implement procedures to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed 2.2 Define and implement appropriate procedures to minimise effects of any aggressive or abusive behaviour of clients 2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways
3. Liaise with other services and organisations	3.1 Design and implement appropriate referral systems and procedures to ensure specific needs of clients can be addressed 3.2 Identify and access support facilities required to optimise client access to specialist services 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 3.4 Consult with relevant professionals and service providers to ensure broad and comprehensive client service delivery
4. Monitor and upgrade support provided by the organisation	4.1 Regularly review information and services provided to clients to assess continuing relevance and effectiveness 4.2 Periodically review assessment, support and referral

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	systems used within the agency
	4.3 Hold appropriate debriefings with workers for the purposes of counselling, identifying training needs and evaluating client service delivery
	4.4 Identify problems experienced by workers, assess appropriate adjustments to service delivery and negotiate with relevant staff
	4.5 Provide support and supervision to other workers as required in accordance with organisation procedures
	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 describe those required skills (language, literacy, numeracy and employment skills) 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

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

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Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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

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  - 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

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of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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CHCYTH009 Support youth programs

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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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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
	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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	organisational, funding and other requirements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) 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.

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Links

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Assessment Requirements for CHCYTH009 Support youth programs

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Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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

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Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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
	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	5.1 Where the young person requests the worker to act as an advocate, identify the scope and goals of the possible role and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
request	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
	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 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.

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	• centre-based work • drop-in centres, recreational facilities

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of the following:

- 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

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

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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.

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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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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CHCYTH011 Work effectively with young people and their families

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Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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 describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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- 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

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Assessment Requirements for CHCYTH011 Work effectively with young people and their families

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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.

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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 Standards for Registered Training Organisations (RTOs)

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2015/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

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CHCYTH012 Manage service response to young people in crisis

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 describe those required skills (language, literacy, numeracy and employment skills) 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

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Assessment Requirements for CHCYTH012 Manage service response to young people in crisis

Modification History

Release	Comments
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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.

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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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CPPCCL2001A Use hot water extraction

Modification History

Revised unit

Unit updated and equivalent to PRMCC01A Use hot water extraction

Unit Descriptor

This unit of competency specifies the outcomes required to use hot water extraction to remove dirt and soil from carpet. The water extraction method of cleaning can be applied to domestic or commercial carpets and is considered a restoration style of cleaning.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and the characteristics of the carpet, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Note: Hot water covers a range of water temperatures.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

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 Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	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	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons***.
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for the carpets are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation, according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly advised.
4	Clean work site using hot water extraction.	4.1	Soil is removed and carpets are cleaned using hot water extraction cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Strategies to ensure proper drying of carpet are assessed according to environmental conditions and carpet type, and then applied.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Chemicals are stored according to manufacturer

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			specifications, and OHS and company requirements.
		5.4	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean, safety check and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess surface suitability for hot water extraction
  - classify fibres, soil and stains
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for dilution and mixing of chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)

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    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - drying carpet
    - extraction cleaning
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
- cleaning options for carpet, including:
    - bonnet cleaning method
    - drying methods
    - pre-spotting and stain-removal methods
    - range of cleaning equipment and chemicals, including:
        - low environmental-impact chemicals
        - low-moisture
    - water-efficient methods
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using:
    - chemicals
    - equipment, including PPE
- testing methods

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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	This unit of competency could be assessed by observing practical demonstration of the use of hot water extraction on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. • In particular the person should demonstrate the ability to: • identify type and characteristics of carpet • select cleaning equipment and chemicals • apply safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to

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assessment	assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function such as: • CPPCCL2007A Perform basic stain removal.

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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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures

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	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.

Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire

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	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information

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	• industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrence
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance

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	• use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink or float test.
Soil types may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • low-water usage

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	• grooming • neutralisation • pre-treatment chemical application • using extraction tools • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, building or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tanks.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

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Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints restricting access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid, liquid or gas and include:	• chemicals past expiry date • dry vacuuming detritus • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging

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	• soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2003A Use dry foam shampoo

Modification History

Revised unit

Unit updated and equivalent to PRMCC03A Use dry foam shampoo

Unit Descriptor

This unit of competency specifies the outcomes required to dry foam shampoo a carpet to remove in-ground dirt and soil from the upper layer of the carpet. Dry foam shampooing can be applied to commercial or domestic carpets.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and the characteristics of the carpets, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. A single person working alone usually cleans a carpet using the dry foam shampooing method, but the work can be done in a team. Performance would usually be carried out under routine supervision and within company guidelines.

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 Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	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	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for carpet are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in the work site are confirmed, and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site using dry foam method.	4.1	Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess surface suitability for dry foam shampoo
  - classify fibres, soil and stains
  - select chemicals to suit carpet type
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling
    - using extraction cleaning techniques

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
- cleaning options for carpet, including:
    - dry foam method
    - pre-spotting and stain-removal methods
    - range of cleaning equipment and chemicals, including:
        - low environmental-impact chemicals
        - low-moisture
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using chemicals and equipment, including PPE
- testing methods

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	This unit of competency could be assessed by observing practical demonstration of the use of dry foam shampoo on at least two different types of carpet.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpets • select cleaning equipment and chemicals • apply safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as:

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	• CPPCCL2007A Perform basic stain removal.

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures, including:

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	• access and equity policy, principles and practice • OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue

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	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• repetitive motion, force and vibration
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls

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	• chemical registers and manifests • consumer protection legislation • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions

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	• work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink and float test.
Soil types may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste

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	• hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • grooming • neutralisation • pre-treatment chemical application • removal by absorption • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools

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	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tank.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including: • cleaning in progress

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	• hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

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Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2004A Use dry absorbent compound

Modification History

Revised unit

Unit updated and equivalent to PRMCC04A Use dry absorbent compound

Unit Descriptor

This unit of competency specifies the outcomes required to use the dry absorbent compound method to remove dirt and soil from carpet. The dry absorbent compound cleaning method can be applied to domestic or commercial carpets.

This unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the carpeted floor or fabric upholstery, and to apply company policies and procedures in order to perform the task. Selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

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	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	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	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for carpet are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to the appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for the work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed, and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of the work order are identified and appropriate persons are promptly notified.
4	Clean work site using dry absorbent compound cleaning method.	4.1	Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess surface suitability for dry absorbent compound
  - classify fibres, soil and stains
  - select chemicals to suit surface type
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling
    - using extraction cleaning techniques

Required knowledge

- carpet or upholstery characteristics, including:
    - carpet construction
    - features of fibres
- cleaning options, including:
    - dry absorbent compound method
    - pre-spotting and stain-removal methods
    - range of cleaning equipment and chemicals, including:
        - low environmental-impact chemicals
        - low-moisture
    - water-efficient methods
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using:
    - chemicals
    - equipment, including PPE
- testing methods

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.

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Overview of assessment	This unit of competency could be assessed by observing a practical demonstration of dry absorbent compound on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpets • select cleaning equipment and chemicals • apply safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of

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	the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL2007A Perform basic stain removal.

•
•

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures, including: • access and equity policy, principles and practice

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	• OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined and restricted spaces • contaminated clothing, materials and equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as:

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	• Q fever • scabies • mobile equipment and vehicle hazards around plant and vehicles • moving or unguarded machinery and parts • noise • occupational violence and bullying • poor personal hygiene practices • spill, splash and spray • release of substances with negative environmental impact • synergistic chemical reactions, such as: • hazardous incompatibility • reactivity • syringes or other sharps • ultraviolet light • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • unrestricted people access • waste and waste disposal • work in extremes of temperature • work in unfamiliar, isolated or remote environments.
Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as: • building codes • dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including: • anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations

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	• OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• chemical routes of entry
	• potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS

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	• use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink and float test.
Soil types may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • grooming • neutralisation

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	• pre-treatment chemical application • removal by absorption • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tank.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing

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	• overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints restricting access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

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Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2005A Use wet foam shampoo

Modification History

Revised unit

Unit updated and equivalent to PRMCC05A Use wet foam shampoo

Unit Descriptor

This unit of competency specifies the outcomes required to wet foam shampoo a carpet to remove in-ground dirt and soil from the upper layer of the carpet. Wet foam shampooing can be applied to commercial or domestic carpets.

This unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the carpet, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. A single person working alone usually cleans a carpet using the wet foam shampooing method, but the work can be done in a team. Performance would usually be carried out under routine supervision and within company guidelines.

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 Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	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	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons***.
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for carpet are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed, and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site using wet foam method.	4.1	Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess carpet suitability for wet foam shampoo
  - classify carpet type, soil and stains
  - select chemicals to suit carpet type
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling
    - using extraction cleaning techniques

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
- cleaning options for carpet, including:
    - wet foam method
    - pre-spotting and stain-removal methods
    - range of cleaning equipment and chemicals, including:
        - low environmental-impact chemicals
        - low-moisture
    - water-efficient methods
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using chemicals and equipment, including PPE
- testing methods

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	This unit of competency could be assessed by observing practical demonstration of the use of wet foam shampoo on at least two

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	different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpets • select cleaning equipment and chemicals • apply safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other

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	units relevant to the job function, such as: • CPPCCL2007A Perform basic stain removal.

•
•

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE

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	• those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined and restricted spaces • contaminated clothing, materials and equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever • scabies

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	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy

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	• public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• hazard reporting
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to

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	manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink and float test.
Soil type may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • grooming • neutralisation • pre-treatment chemical application • removal by absorption

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	• vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, building or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tank.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing

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	• respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints restricting access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.
Environmental	• clean-up, containment and isolation

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requirements may include:	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2007A Perform basic stain removal

Modification History

Revised unit

Unit updated and equivalent to PRMCC07A Perform basic stain removal

Unit Descriptor

This unit of competency specifies the outcomes required to remove stains and spots from carpet using basic stain removal techniques.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the carpet, and apply company policies and procedures in order to perform the task.

Removing stains and spots may occur as a single task or more likely in conjunction with other cleaning methods, such as vacuuming, extraction, patrolling and general cleaning. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

A spot is defined as foreign material on a fibre that changes the texture of the fibre. A stain is defined as foreign material in a fibre that changes the appearance of the fibre but not the texture.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

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.

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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

1	Assess area to be spot cleaned.	1.1	Area is assessed and **work order** is reviewed according to **company requirements,** and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** in work site are identified and risks controlled according to company, ***legislative*** **and** ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to work order and company requirements.
		1.4	***Soil type*** causing spot or stain is identified through observation and according to work order and company requirements.
		1.5	***Cleaning techniques*** are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company

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			requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Treated area is compared with surrounding surface to determine need for further action according to work order and company requirements.
		4.3	Results are reported to appropriate persons according to company requirements.
		4.4	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer

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			specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess surface suitability for stain removal
  - classify fibres, soil and stains
  - select cleaning strategies and chemicals to suit carpet and stains
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to the client

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    - perform mathematical calculations required for diluting and mixing chemicals
    - read and interpret directions and safety instructions, including:
        - chemical labels
        - equipment manuals
        - material safety data sheets (MSDS)
    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
- characteristics of soil causing spots and stains
- cleaning equipment and chemicals, including:
    - encapsulation
    - low environmental-impact chemicals
    - low–moisture use equipment
- cleaning options for carpet, including:
    - pre-spotting and stain-removal methods
    - water-efficient methods
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- correct techniques for:
    - extraction cleaning
    - spot cleaning
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning and environmental protection
- safe work practices for using:

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  - chemicals
  - equipment, including PPE
- testing methods

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	This unit of competency could be assessed by observing practical demonstration of basic stain removal on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of the carpet • identify type of stain or spot • comply with company and legislative requirements • select cleaning equipment and chemicals • achieve outcomes in relation to customer work order and company requirements • apply safe and efficient cleaning methods.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work

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	conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL2001A Use hot water extraction • CPPCCL2002A Use bonnet cleaning • CPPCCL2003A Use dry foam shampoo • CPPCCL2004A Use dry absorbent compound • CPPCCL2005A Use wet foam shampoo.

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations

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	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products

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	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements

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	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments

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	• safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • chemical routes of entry • potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Carpet may include carpet, mats and rugs made from:	• mixed blends • natural fibres, such as: • organic (plant) fibres, such as cotton and sisal • silk • wool • synthetic fibres, such as: • acrylic • nylon • polyester • polypropylene.
Testing may include:	• burn test • chemical test • sink and float test.
Soil types may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up

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	• hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • grooming • low-water usage • neutralisation • pre-treatment chemical application • removal by absorption • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas

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	• selected tools and hand tools
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tank.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may	• amount of cleaning anticipated

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include:	• client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low environmental-impact chemicals
	• low-energy carpet-cleaning methods
	• low-moisture carpet-cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

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Custom Content Section

Not applicable.

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CPPCLO2001A Maintain hard floor surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCL01B Maintain a hard floor surface

Unit Descriptor

This unit of competency specifies the outcomes required to clean hard floor surfaces. The unit applies to both manual and mechanical methods of cleaning hard floor surfaces. It requires the ability to assess the extent of a cleaning task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

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

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements*** and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** in work area are identified and associated risks assessed according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type and condition of surface on ***hard floor*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for surface of hard floor are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.

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		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Hard floor is cleaned using equipment, PPE, chemicals and cleaning techniques according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS

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		and company requirements.
and store equipment and chemicals.	6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
	6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations

interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies

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- skills to work safely when:
  - buffing, mopping, scrubbing and sweeping
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for hard floor surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining hard floor surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of hard floor surfaces, including:
  - characteristic of surfaces
  - relevant cleaning methods

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	This unit of competency could be assessed by observing practical demonstrations of maintaining hard floor surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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	In particular the person should demonstrate the ability to: • identify type and condition of hard floor surface • select cleaning equipment and chemicals • comply with company, legislative and regulatory requirements • use safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements access to. Resource implications for assessment include: • suitable work site or venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO3002A Restore hard floor surfaces.

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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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE

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	• policies and procedures relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever

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	• scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy

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	• public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices

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	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Hard floors may include:	• brick • ceramic tiles • concrete • cork • marble • parquetry • pavers • polished wood • proprietary flooring encompassing new technologies • quarry tiles • rubber • slate • terrazzo • vinyl • wood.
Soil types may be wet or dry and include:	• beverages • cigarette butts • dust • food • gravel • heavy dirt build-up • hospital waste • industrial and chemical • liquids • oil • paint • paper • rainwater • stones • syringes • tar.
Cleaning techniques may include:	• air blowing • automatic floor scrubbing • dry buffing • dust mopping and sweeping • low-water cleaning methods, such as using microfibre cleaning products • scrubbing • spray buffing • wet mopping.

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Personnel may include:	• client's staff members • colleagues • general public • venue, facility, building, shopping centre staff and management.

Equipment may include:	• air blowers
	• brooms, such as:
	  • bassine
	  • banister set
	  • deck fibre
	  • household
	  • millet
	  • nylon
	  • PVC
	  • union fibre
	  • yard
	• cleaning trolleys
	• cloths
	• damp mops, such as:
	  • ragged or fixed shape
	  • cotton or polycotton
	• doodle bag holder
	• dust mops, such as:
	  • straight or scissored
	  • anti-static or cotton
	• dust pans and brushes
	• floor squeegees
	• hospital mops
	• mechanical sweepers
	• microfibre products
	• mop buckets, including ergonomic and split systems
	• mopping system
	• scouring pads
	• split mops
	• water hoses.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

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Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • obsolete equipment • packaging • soil

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	• sweeping detritus • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2004A Maintain carpeted floors

Modification History

Revised unit

Unit updated and equivalent to PRMCL04B Maintain a carpeted floor

Unit Descriptor

This unit of competency specifies the outcomes required to maintain carpeted floors. The unit applies to both manual and mechanical methods of maintaining carpeted floors. It requires the ability to assess the extent of the cleaning task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

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

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	Work site ***hazards*** are identified and risks are controlled according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type and condition of ***carpeted floor*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for the carpeted floor are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer

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			specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operations are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operations according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site	4.1	Carpeted floor is cleaned using equipment, PPE, chemicals and cleaning techniques according to work order, manufacturer specifications and OHS and company requirements.
		4.2	Follow-up action for spot and stain removal is identified according to work order and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time

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    - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
    - using equipment for:
        - raking
        - sweeping
        - vacuuming
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for carpet
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining a carpeted floor, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE
- types of carpeted floors, including:
    - characteristic of carpets
    - relevant cleaning methods

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	This unit of competency could be assessed by observing practical demonstrations of maintaining carpeted floor surfaces involving at

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	least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpeted floor • comply with company and legislative requirements • use safe and efficient cleaning methods • select cleaning equipment and chemicals • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with carpeted floors • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions and work plans • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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	This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL2002A Use bonnet cleaning • CPPCCL2007A Perform basic stain removal.

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards

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	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue

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	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information

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	• industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance

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	• use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpeted floors may include:	• carpet:
	  • mixed blends
	  • natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	  • synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polypropylene
	• coir matting
	• fibres encompassing new technologies
	• mats and rugs
	• synthetic grass.

Soil types can be wet or dry and may include:	• beverages • blood • candle wax • chewing gum • food • glue • grease and oil • human and animal waste • lipstick • medicine • mud and dirt • nail polish • paint • shoe polish.
Cleaning techniques may include:	• hand collection of waste • raking • sweeping • using a dust-pan and brush • using low-water cleaning methods • vacuuming.
Personnel may include:	• client's staff members • colleagues • general public

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	• venue, facility, shopping centre staff and management.

Equipment may include:	• accumulation (vacuum dust) bags
	• brooms (stiff bristle), such as deck fibre or millet
	• carpet rakes
	• dustpans, scoops and brushes
	• hoses and filters
	• microfibre products
	• vacuum machines, including:
	  • back-mounted units
	  • ducted systems
	  • floor-based mobile systems
	  • mechanical push sweepers
	  • wet and dry systems
	• vacuum tools, including:
	  • brushes
	  • crevice tools
	  • floor heads
	  • power heads
	  • upholstery heads
	  • variable pile height and adjustable heads.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may	• equipment operating manuals • instructional guides

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include:	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • disposable vacuum liner bags • litter • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals

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	• low-moisture cleaning methods • low water-use equipment and water-efficient cleaning methods • non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2009A Clean glass surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCL09B Clean glass surfaces

Unit Descriptor

This unit of competency specifies the outcomes required to clean glass surfaces, including windows, in both internal and external situations. It requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the glass surface, and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

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

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	***Glass surfaces*** to be cleaned are assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons.***
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type of glass surface and ***soil*** is identified by observation according to work order and company requirements.
		1.4	Work site access requirements are identified according to the work order and company requirements.
		1.5	***Cleaning techniques*** are confirmed according to work order and company requirements.
		1.6	Size and usage pattern of the work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Glass surface is inspected for defects according to company requirements.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	***Window coverings and fittings*** are removed to permit access and prevent damage according to work order and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Soil is scraped from glass surface according to work order, and OHS and company requirements.
		4.2	Spot cleaning techniques are used according to work order and company requirements.
		4.3	Glass surface is washed and squeegeed according to work order and company requirements.
		4.4	Window edges and sills are wiped to remove soil and ***waste*** according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and waste are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.

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		5.2	Window coverings and fittings are replaced according to client requests and work order.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals

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    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for cleaning glass
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for glass surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning glass surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of glass surfaces, their characteristics and appropriate cleaning methods

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	This unit of competency could be assessed by observing practical

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	demonstration of cleaning glass surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of glass surface • select cleaning equipment and chemicals • use safe and efficient cleaning methods • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue with a number of types of glass surfaces • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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	This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2015A Maintain furniture, fittings and room dressing • CPPCLO2037A Clean external surfaces.

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.

Glass surfaces may include:	• coated glass • frosted glass • laminated glass • ordinary window glass • textured glass • tinted glass.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts

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	• schools • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from:

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	• cables
	• electrical fittings:
	  • switches
	  • lights
	• untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls

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	• chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:

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	• MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Soil types can be wet or dry and may include:	• adhesives • concrete • dried encrustations • exhaust pollution • gum • heavy dirt build-up • hospital residue • office chemicals, such as whiteout • oil and grease • paint • pen marks • smog.
Cleaning techniques may include:	• fanning • low-water cleaning methods, such as using microfibre cleaning products • pre-spraying • scraping • spot cleaning • squeegeeing.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• access equipment, such as ladders • buckets • chamois • extension poles • glass scrapers of various sizes • hoses • lint-free cloths

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	• microfibre products • squeegees of various sizes • window wash applicators • window washers, such as lamb's wool.
Chemicals may include:	• acid cleaners • low environmental-impact chemicals • alkaline cleaners • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety harness • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Window coverings and fittings may include:	• blinds • curtains • sunshades.
Work restrictions may	• amount of cleaning anticipated

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include:	• client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2010A Clean ceiling surfaces and fittings

Modification History

Revised unit

Unit updated and equivalent to PRMCL10B Clean ceiling surfaces and fittings

Unit Descriptor

This unit of competency specifies the outcomes required to clean ceiling surfaces and fittings. The unit requires the ability to assess the extent of the cleaning task through knowledge of characteristics of the ceiling surface and fittings and the type of soiling. It requires an understanding of client requirements and the ability to apply company policies and procedures.

Selecting the appropriate equipment, chemicals and cleaning methods is essential to performing the task safely and efficiently. Where ladders are being used, the work is usually done in pairs.

Application of the Unit

This unit applies to ceiling surfaces less than three metres high, as use of specialised equipment, cleaning methods and safety procedures are required above this height.

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

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.

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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

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type of ***ceiling surface*** and ***fittings*** is identified by observation according to work order and company requirements.
		1.4	***Soil types*** on ceiling surfaces and fittings are identified by observation according to work order and company requirements.
		1.5	Work site access arrangements are confirmed according to work order, and OHS and company requirements.
		1.6	***Cleaning techniques*** are selected according to work order and company requirements.
		1.7	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order

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			according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	Floor, furniture and equipment are covered with drop sheets according to work order and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Cobwebs and dry dust are removed according to work order, and OHS and company requirements.
		4.2	Difficult to reach areas are vacuumed according to work order, and OHS and company requirements.
		4.3	Fittings are wiped according to work order and company requirements.
		4.4	Chemical solution is rinsed from all surfaces according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- correct cleaning techniques for:
  - various surface types
  - various types and textures of fittings
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations

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interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their application for surfaces of ceilings and fittings
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to clean ceiling surfaces and fittings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of ceiling and fitting surfaces, their characteristics and appropriate cleaning methods

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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	This unit of competency could be assessed by observing practical demonstrations of cleaning ceiling surfaces and fittings involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of ceiling surface and fittings • select cleaning equipment and chemicals • use safe and efficient cleaning methods • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with ceiling surfaces and fittings • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2015A Maintain furniture, fittings and room dressing.

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres

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	• nursing homes • retail food courts • schools • tourism and hospitality.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badges, cards or passes • company policies and procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • maintenance procedures for equipment and PPE • OHS control • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors • work site access security clearance procedures.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces

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	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes

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	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements

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	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Ceiling surfaces may:	• be flat, suspended or raked • be made of hard or absorbent materials • encompass new technologies.
Fittings may include:	• cameras • ceiling fans • ornamental hanging lights • projecting lights • recessed lights • skylights • smoke detectors • speakers • sprinkler systems • televisions • vents and grilles.
Soil types may include:	• adhered soil • cobwebs • dust.
Cleaning techniques may include:	• cobwebbing • detailing • dusting, including high dusting • fully washing the ceilings and fittings • low-water cleaning methods, such as using microfibre cleaning products • rinsing • spot cleaning • wiping.

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Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, such as ladders, including A frame ladders
	• cleaning equipment, including:
	  • anti-static dusters
	  • buckets
	  • cleaning cloths
	  • cobwebbers and extensions
	  • drop sheets
	  • fringe dusters
	  • glass cleaning equipment
	  • lamb's wool applicators
	  • scourers
	  • sponges
	  • microfibre products
	  • vacuum cleaners
	  • wall mates
	  • wheeled cleaner's trolleys.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may	• equipment operating manuals • instructional guides

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include:	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2015A Maintain furniture, fittings and room dressing

Modification History

Revised unit

Unit updated and equivalent to PRMCL15B Maintain furniture and fittings and room dressing

Unit Descriptor

This unit of competency specifies the outcomes required to maintain furniture and fittings and to dress an area. Dressing is the placement and location of furniture, fittings and loose items in an orderly manner. This unit also covers the cleaning of office equipment, including computers.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics and surfaces of the furniture and fittings, and to apply company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

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 Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	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	Assess area and items to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type and condition of ***furniture, fittings and loose items*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for ***surfaces*** of the furniture, fittings and loose items are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel***, continued operation of office equipment, and efficient use of cleaning ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.

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		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Soil is removed and furniture and fittings are cleaned using equipment, PPE, chemicals and cleaning techniques.
		4.2	***Dressing of the room or work area*** is performed according to work order, client requests and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.

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		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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  - source, organise and record information
- observation skills to:
  - identify soil and stains
  - identify surface types to determine cleaning method
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for cleaning
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for cleaning furniture and fittings
- cleaning methods, including:
  - methods for various types of furniture and fittings
  - pre-spotting and stain removal
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintain furniture, fittings and room dressing, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

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	This unit of competency could be assessed by observing at least two different practical demonstrations of maintaining furniture,

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	fittings and room dressing.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of furniture, fittings and loose items and their surfaces • select cleaning equipment and chemicals • use safe and efficient cleaning methods • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with a range of furniture and fittings • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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	This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO3016A Wash furniture and fittings.

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures

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	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire

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	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences

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	• industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS

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	• use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Furniture, fittings and loose items may include:	• furniture and fittings, such as:
	  • air conditioning vents
	  • bars
	  • beds
	  • bedside cupboards
	  • benches
	  • blinds
	  • ceiling fans
	  • chairs
	  • clocks
	  • compactus
	  • computers and associated equipment
	  • curtains
	  • desks
	  • displays
	  • door handles
	  • doors
	  • electrical items, including jugs and microwaves
	  • filing cabinets
	  • grilles
	  • lamps
	  • light fittings
	  • light switches
	  • ornaments
	  • picture frames
	  • railings
	  • refrigerators
	  • shelves
	  • skirting
	  • stoves
	  • tables
	  • telephone handsets
	  • vents
	  • walls
	  • window sills
	  • work stations
	• loose items, such as:

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	• ashtrays • bins • books and magazines • calculators • cups and saucers • desk calendars • electrical leads • food and drink containers • kitchen implements • mats • mugs • personal photos • phone indexes • radios • recognition awards • tissue boxes • wall charts.
Soil types can be wet or dry and may include:	• beverages • blood • blue tack • candle wax • chewing gum • cobwebs • dust • food • glue • grease • human and animal waste • lipstick • medicine • mud and dirt • nail polish • paint • shoe polish.
Cleaning techniques may include:	• dry wiping • dusting • low-water cleaning methods, such as using microfibre cleaning products • polishing • spot cleaning • vacuuming

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	• wet wiping.
Surfaces may include:	• fabric upholstery • glass • laminate • leather • metal • paint • plastic • polyresin • tiles • timber • vinyl.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• access equipment, such as ladders • alcohol wipes • buckets • damp cloths • dust extraction tools, such as wall mates and fridge dusters • lint-free dusters, such as lamb's wool and feather dusters • lint-free polishing cloths, such as cotton and colour-fast cloths • microfibre products • mini mops • oil impregnated cloths • polishing cloths • scourers.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes

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	• splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Dressing of the room or work area is usually performed in:	• boardrooms • food courts • function rooms • hospital wards • hotels • lounges • merchandising areas • motels • offices • public areas.
Waste may be either solid or liquid and include:	• chemicals past expiry date • dry waste, such as fluff and lint • liquid waste

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	• litter • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2017A Clean wet areas

Modification History

Revised unit

Unit updated and equivalent to PRMCL17B Clean a wet area

Unit Descriptor

This unit of competency specifies the outcomes required to clean a wet area so that it is free from soil, odour and hazards. It requires the ability to assess the extent of the cleaning task through understanding client requirements and special characteristics of wet areas, and to apply company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently, as is recognising the importance of paying careful attention to health and safety issues.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Wet areas include bathrooms, toilets and changing rooms. Areas such as swimming pools, kitchens, laundries and clinics generally require specialised cleaning methods. Performance would usually be carried out under routine supervision and within company guidelines.

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	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	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	Assess area to be cleaned.	1.1	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.2	Operation and condition of fixtures and fittings are checked and pre-existing damage at work site is reported to appropriate persons according to work order and company requirements.
		1.3	***Soil*** is identified by observation according to work order and company requirements.
		1.4	Areas that require special attention, including graffiti, are identified according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of, and minimal disruption to, personnel and efficient use of cleaning equipment and chemicals.
		1.6	Cleaning techniques for wet areas are selected according to work order and company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.

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		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Signage and barriers are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	Work restrictions affecting completion of work order are identified and appropriate persons are notified.
4	Clean work site.	4.1	Loose soil is removed prior to commencing ***surface*** cleaning according to work order, and OHS and company requirements.
		4.2	Fixtures, fittings and surfaces are cleaned using equipment, chemicals and cleaning techniques according to work order, and OHS and company requirements.
		4.3	Remaining heavy soil, graffiti and stained surfaces are treated or reported to appropriate persons for follow-up action according to work order and company requirements.
		4.4	Soiled items are laundered according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications, and legislative, OHS and company requirements.
5	Replenish consumables and tidy work site.	5.1	***Consumable items*** are replenished according to client requests, work order and company requirements.
		5.2	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.

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		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information

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    - seek and receive feedback
    - source, organise and record information
- observation skills to:
    - identify soil and stains
    - identify surface types to determine cleaning method
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
    - using equipment for:
        - cleaning glass
        - damp wiping
        - hosing
        - mopping
        - squeegeeing
        - sweeping
        - washing
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for wet areas
- cleaning methods for:
    - wet areas
    - sterilising
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning a wet area, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE

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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	This unit of competency could be assessed by observing practical demonstrations of cleaning a wet area involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify hazards and risks associated with wet areas • identify fittings, surfaces and soil types found in wet areas • select cleaning equipment and chemicals • use safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable wet area venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces • CPPCLO2015A Maintain furniture, fittings and room dressing • CPPCLO3002A Restore hard floor surfaces.

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.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire

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	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures

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	• employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing

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	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Fixtures and fittings may include:	• baths • bidets • cleaner's sluices • hand basins • hand dryers • mirrors • paper dispensers • personal item product dispensers • racks • rubbish receptacles • showers • sinks • soap dispensers • spas

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	• taps • toilet bowls, seats and cisterns • troughs • urinal trough and wall • vanity units.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Soil types can be wet or dry and may include:	• blood • cobwebs • dust • food, food scraps and residue • grease • human and animal waste • litter • mould and algae

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	• mud and dirt • pen, texta and pencil • rust • soap scum.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• absorbent cleaning cloths • brooms • buckets • cleaning trolleys • damp cloths • doodle bugs • dry cloths • microfibre products • hoses and nozzles • lint-free cloths • long-handled brushes and dustpan tongs • mops • needle hazard disposal units • nylon scourers • scrapers • scrubbing brushes • scrubbing and polishing machines • toilet brushes • window squeegees • wringer buckets.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Cleaning techniques may include:	• buffing • cobwebbing • dusting • hosing • low-water cleaning methods, such as using microfibre cleaning products • mopping • polishing

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	• pre-spraying • scrubbing • spot cleaning • sweeping • wet wiping • window cleaning.
Wet areas may include:	• bathrooms • change rooms • ensuites • laundries • pools • spas • tea rooms and kitchenettes • toilets and restrooms • wash-up areas.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: • cleaning in progress

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	• hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Surfaces may include:	• ceramics and porcelain • chrome • concrete • glass • laminate • metal • paint • plastic • stainless steel • stone • new technologies • terracotta • vinyl.
Consumable items may include:	• air fresheners • bin liners • cloth towels and tea towels • deodorant blocks • hand towels, such as cloth, rolls and sheets • liquid and bar soap • personal toiletries • toilet paper.
Waste may be either solid or liquid and include:	• chemicals past expiry date • contaminated waste • liquid waste • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

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Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2019A Sort and remove waste and recyclable materials

Modification History

Revised unit

Element structure and performance criteria expanded to reflect workplace requirements

Skills and knowledge requirements and the range statement updated

New unit title

Unit based on PRMCL19B Remove waste

Unit Descriptor

This unit of competency specifies the outcomes required to remove waste from an area that is being cleaned and transfer it to a waste disposal point, usually specified by the client. Waste collection is usually conducted on a daily basis as part of a regular cleaning routine.

The unit requires the ability to assess the extent and types of waste through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently. It is very important to pay careful attention to health and safety issues affecting both the cleaner and the general public.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

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.

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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

1	Assess waste to be removed.	1.1	Waste and recyclable materials are assessed, **work order** is reviewed according to **company requirements,** and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Waste and recyclable types to be collected are identified by observation according to work order and company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	***Equipment*** and ***chemicals*** are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Transfer waste to waste carrier.	3.1	Waste is transferred to ***waste carrier*** according to work order, and OHS and company requirements.

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		3.2	***Rubbish bins*** and surrounds are spot cleaned according to work order and company requirements.
		3.3	Soiled rubbish bin liners are replaced according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Deliver waste to disposal unit.	4.1	Waste is promptly removed from site according to work order, and OHS and company requirements.
		4.2	Waste is transported to ***disposal unit*** by shortest practical and safest route according to work order, and OHS and company requirements.
5	Sort and deliver recyclable materials.	5.1	Recyclable materials are identified, separated and sorted according to work order, and OHS and company requirements.
		5.2	Recyclable materials are moved safely and according to work orders to recycling collection units used for each type of material.
		5.3	Recycling containers and surrounds are spot cleaned according to work order, and OHS and company requirements.
		5.4	Recycling containers are checked and replaced in designated locations, with signage indicating use.
		5.5	Records of recyclable materials that have been sorted and transferred are made according to work orders.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	***Cleaning techniques*** are used to clean equipment and PPE according to manufacturer specifications and OHS, company and ***environmental requirements***.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.

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6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.

6.4 Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
    - work orders
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- observation skills to:
  - identify waste types
  - identify hazards
- planning and organising skills to sort and deliver recyclable materials
- problem-solving skills to manage contingencies
- skills to work safely when:
  - controlling risks
  - damp wiping and spot cleaning
  - handling and disposing of contaminated and toxic waste

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- selecting, handling and disposing of chemicals
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for required cleaning
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - first aid procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to sorting and removing waste and recyclable materials, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- waste transfer procedures, including:
  - location of disposal units
  - location of waste pick-up equipment
  - types of waste handling equipment
  - types of waste storage receptacles and the selection and use of liners

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	This unit of competency could be assessed by observing practical demonstrations of removing waste involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify hazards and risks associated with handling waste • identify waste types

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	• comply with company and legislative requirements • use safe and efficient cleaning methods • use safe and efficient waste removal methods • select cleaning equipment and chemicals • achieve outcomes in relation to client work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces • CPPCLO2004A Maintain carpeted floors • CPPCLO2015A Maintain furniture, fittings and room dressing • CPPCLO2017A Clean wet areas.

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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.

Waste may be either solid or liquid and include:	• chemical and metal, such as:
	  • computing consumables
	  • photocopying consumables
	  • printing consumables
	• contaminated and hazardous biological, such as:
	  • blood and other human waste
	  • cytotoxic waste
	  • soiled and disposable linen
	  • syringes and needles
	• general waste, such as:
	  • drinks
	  • foodstuffs.

Recyclable materials will be determined by company policy and client requirements and may include:	• packaging materials • paper • cardboard • food stuffs • plastics • glass • metals, such as aluminium • other items that are designated for re-use, such as toner cartridges.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials

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	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

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Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts of any equipment used in the removal, transfer and transport of waste and recyclable materials
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

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Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans

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	• job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • reporting injury and dangerous occurrences • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as: • laminated cards • notices • wall posters

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	• product labels • safety instructions pre-printed on equipment.
Equipment may include:	• bin liners • cleaning cloths • damp wiping kits • long-handled dustpans and brooms • nylon pads • pick-up trolleys • scrubbing brushes • spray bottles • wheelie bins (mobile garbage bins).
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Waste carriers may include:	• garbage bags • sharps containers • trolleys • wheelie bins.
Rubbish bins may include:	• bio-hazard bags and bins • contaminated waste bins • general purpose bins • needle hazard disposal units • radioactive waste bins • recycle bins • rest room bins • wet rubbish bins.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Disposal units may include:	• compactors • dumpmasters • large waste bins • open trucks

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	• wheelie bins.
Cleaning techniques may include:	• external cleaning, such as waste disposal units • full cleaning • spot cleaning • sweeping.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2033A Plan for safe and efficient cleaning activities

Modification History

Revised unit

Unit updated and equivalent to PRMCL33B Plan for safe and efficient cleaning activities

Unit Descriptor

This unit of competency specifies the outcomes required to plan for safe and efficient cleaning activities. The unit covers general issues that need to be addressed in each work site for each cleaning activity to ensure maximum safety and efficiency.

The unit requires the ability to assess cleaning tasks, associated hazards and security issues on the work site, maintain personal safety, and select safe and efficient cleaning methods. These work functions are performed each time a cleaner enters a work site and are carried out within company guidelines.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities.

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

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess cleaning situation.	1.1	***Work order*** is reviewed according to ***company requirements***.
		1.2	***Work site assessment*** is made according to company, ***environmental, legislative*** and ***occupational health and safety*** (OHS) ***requirements.***
		1.3	Work order is checked to determine staffing and time allocation for cleaning operation according to company requirements.
		1.4	Access to ***equipment, chemicals, consumables*** and ***personal protective equipment*** (PPE) suitable for implementing work order is determined according to environmental, legislative, OHS and company requirements.
		1.5	Issues are clarified with ***appropriate persons*** according to company requirements.
		1.6	Work schedules are amended to reflect changed situations according to company requirements.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to work order and company requirements.
2	Assess hazards.	2.1	***Hazards*** in work site are identified according to legislative, OHS and company requirements.
		2.2	Risks arising from hazards in work site are controlled according to legislative, OHS and company requirements.
		2.3	Hazards remaining in work site area are reported to appropriate persons according to legislative, OHS and company requirements.

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3	Assess work site security risks.	3.1	Security arrangements on work site are identified and implemented according to work order, and OHS and company requirements.
		3.2	Emergency response and evacuation procedures are reviewed according to OHS and company requirements.
		3.3	Security alarm systems are operated according to client specifications, work order, ***manufacturer specifications*** and OHS and company requirements.
4	Select suitable work methods.	4.1	Cleaning methods are selected according to work order and environmental, legislative, OHS and company requirements.
		4.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		4.3	Cleaning activity is arranged to minimise disruption to ***personnel*** according to work order and company requirements.
		4.4	Equipment is used according to manufacturer specifications and legislative, OHS and company requirements.
		4.5	Chemicals are prepared according to manufacturer specifications and legislative, OHS and company requirements.
		4.6	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified according to OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

interpersonal skills to relate to people from a range of backgrounds

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- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for estimating time
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
    - work orders
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - prioritise work
  - schedule efficiently
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team
- teamwork skills to lead teams

Required knowledge

- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - first aid procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to planning for safe and efficient cleaning activities, including OHS legislation
- product knowledge, including manufacturer specifications for products being used
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

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- types of surfaces, their characteristics and appropriate cleaning methods

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	This unit of competency could be assessed by observing practical demonstrations of planning for safe and efficient cleaning activities involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • assess cleaning task • assess hazards on work site • assess effectiveness of work site security arrangements within scope of task and work order • select suitable cleaning methods • comply with company, legislative and regulatory requirements • use biological and viral control procedures • apply knowledge of routes of entry and potential symptoms of exposure to chemicals.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and chemicals • PPE • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning

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	knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2035A Maintain cleaning storage areas • CPPCMN2002A Participate in workplace safety arrangements.

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules

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	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Work site assessment may include:	• amount and type of cleaning required • client specifications • health and safety matters • identifying pre-existing damage • number and skills of cleaners available • security procedures • size and condition of work site • type and suitability of equipment.
Environmental requirements may	• clean-up, containment and isolation • company policies and guidelines

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include:	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis • communication devices for remote and isolated locations, such as: • mobile phone

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	• two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Equipment may include:	• access equipment • bins • brooms • buckets • buffers • cleaning trolleys • cloths • cobwebbers

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	• doodle bag holders • drop sheets • drying equipment • dust pans and brushes • dusters • extension poles • extraction units, wands and hand tools • hoses • ladders • microfibre products • mops • polishers • pressure-washing equipment and attachments • scouring pads • scrapers • scrubbers • sponges • spray bottles • squeegees • steam cleaners • sweepers • vacuum cleaners and attachments • window cleaning equipment • work site communication devices.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Consumables may include:	• air fresheners • hand towels • liner bags • soap • toilet paper.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses

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	• safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Appropriate persons may include:	• managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility

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	• reactivity • syringes or other sharps • temperature extremes • ultraviolet light • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2035A Maintain cleaning storage areas

Modification History

Revised unit

Unit updated and equivalent to PRMCL35B Maintain a cleaning storage area

Unit Descriptor

This unit of competency specifies the outcomes required to maintain cleaning equipment and consumable storage areas, which may be a vehicle or premises. The movement and control of equipment, chemicals and consumables used in the provision of cleaning services are also addressed.

The unit requires the ability to maintain and operate a safe and efficient cleaning storage area according to legislative requirements. Maintaining the storage area requires the ability to follow established procedures, understand issues associated with storing and using chemicals, and adhere to legislative and public health and safety requirements.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The unit applies to persons whose major function is cleaning, not storekeeping.

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 Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	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	Maintain storage area	1.1	***Storage area*** is secured from unauthorised access according to ***legislative***, ***occupational health and safety*** (OHS) and ***company requirements***.
		1.2	***Hazards*** are identified and risks are controlled in storage area according to legislative, OHS and company requirements.
		1.3	***Safety warnings*** are prominently displayed and ***safety information*** is made accessible according to legislative, OHS and company requirements.
		1.4	***Equipment*** is stored, maintained and checked to enable ready access and re-use according to ***manufacturer specifications*** and legislative, OHS and company requirements.
		1.5	***Chemicals*** and ***consumables*** are stored according to manufacturer specifications and legislative, OHS and company requirements.
		1.6	***Personal protective equipment*** (PPE) is cleaned, safety-checked and stored, and maintenance requirements are recorded according to manufacturer specifications, and OHS and company requirements.
		1.7	***Work site communication devices*** and documents are reviewed and responded to according to company requirements.
		1.8	Collected ***waste*** is disposed of according to ***work order***, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		1.9	Storage area is made accessible and free of obstacles according to practical restrictions of site or vehicle, and according to OHS and company requirements.

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2	Control and maintain stocks of equipment and chemicals	2.1	Inventory system of equipment, PPE, chemicals and consumables with maximum and minimum holding levels is operated and maintained according to legislative and company requirements.
		2.2	Usage patterns are monitored and chemicals and consumables are re-ordered to maintain required levels according to company requirements.
		2.3	Labelling system of containers is maintained according to manufacturer specifications and legislative, OHS and company requirements.
		2.4	Chemicals and consumables are issued on a first-in first-out basis according to company requirements.
		2.5	Chemicals are prepared according to manufacturer specifications and legislative, OHS and company requirements.
		2.6	Obsolete equipment, chemicals and waste are collected and disposed of according to manufacturer specifications and environmental, legislative, OHS and company requirements.
3	Respond to emergency situations	3.1	Spillages and emergency situations are responded to with ***emergency response procedures*** according to environmental, legislative, OHS and company requirements.
		3.2	***Regulatory and company documentation*** is prepared according to environmental, legislative, OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills
interpersonal skills to relate to people from a range of backgrounds • language, literacy and numeracy skills to:

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- communicate clearly and concisely verbally and in writing
- perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
- read and interpret directions and safety instructions, including:
  - chemical labels
  - equipment manuals
  - material safety data sheets (MSDS)
- request advice or further information
- seek and receive feedback
- source, organise and record information

- planning and organising skills to:
  - control stock
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- documentation requirements
- hazards and risks of storing, preparing, using and disposing of chemicals
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining cleaning storage areas, including OHS legislation
- product knowledge, including manufacturer specifications for equipment and chemicals being used
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

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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	This unit of competency could be assessed by observing at least two practical demonstrations of maintaining cleaning storage areas.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • comply with company, legislative and regulatory requirements • maintain a secure and accessible storage area • use emergency response procedures • use good storage and housekeeping practices, particularly those relating to labelling and security of chemicals • use systematic stock control records.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue, including stores and store records • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2033A Plan for safe and efficient cleaning activities • CPPCMN2002A Participate in workplace safety arrangements.

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.

Storage area may be a vehicle, room, storage cupboard or other secure area separate from normal client functions and may include:	• chemical cupboards • clothes racks • desks • equipment storage bays • in-built vehicular storage arrangement to keep consumables and equipment secure during transport • slop sinks.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information

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	• industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety **(also known as workplace health and safety)** ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance

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	• use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches

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	• lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever • scabies • mobile equipment and vehicle hazards around plant and vehicles • moving or unguarded parts • noise • occupational violence and bullying • poor personal hygiene practices • spill, splash and spray • release of substances with negative environmental impact • synergistic chemical reactions, such as: • hazardous incompatibility • reactivity • syringes or other sharps • temperature extremes • ultraviolet light • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.
Safety warnings may include:	• charts and posters • instructions • labels • signs and placards • symbols.
Safety information may include:	• chemical co-location, separation and segregation arrangements • chemical manifests • chemical registers • colour codes • company policies and procedures • labels • manufacturer specifications • manufacturer instructions

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	• MSDS • OHS information • operation manuals.
Equipment may include:	• access equipment, such as ladders • bins • brooms • buckets • buffers • cleaning trolleys • cloths • cobwebbers • doodle bag holders • drop sheets • drying equipment • dust pans and brushes • dusters • extension poles • extraction units, wands and hand tools • hoses • microfibre products • mops • polishers • pressure-washing equipment and attachments • scouring pads • scrapers • scrubbers • sponges • spray bottles • squeegees • steam cleaners • sweepers • vacuum cleaners and attachments • window cleaning equipment • work site communication devices.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters

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	• product labels • safety instructions pre-printed on equipment.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Consumables may include:	• air fresheners • hand towels • liner bags • soap • toilet paper.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety harnesses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Work site communication devices may include:	• communication books • noticeboards • telephones and two-way radios • whiteboards.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • machine or vehicle exhaust emissions • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Work order **information** may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations

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	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Emergency response procedures include:	• applying first aid • clean-up, containment and isolation • decontamination • documenting emergency response and evacuation procedures • evacuating work site or workplace • notifying authorities • using firefighting appliances • using PPE.

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Regulatory and company documentation may include:	• accident and incident reports • certificates and notices • customer files and databases • invoices • job sheets • OHS control procedures, forms and documentation • risk assessments.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2037A Clean external surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCL37A Clean external surfaces

Unit Descriptor

This unit of competency specifies the outcomes required to clean external surfaces. The unit covers the planned cleaning of external surfaces as well as spot cleaning of these surfaces in situations where only a part of the surface is soiled and requires immediate attention, such as graffiti markings.

Some external surfaces, such as sandstone and heritage buildings, may be sensitive and require the use of specialised cleaning methods.

The unit requires the ability to assess the extent of the cleaning task through knowledge of characteristics of the external surface and type of surface soiling, and to apply an understanding of client requirements and company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit applies to external surfaces less than two metres high. Surfaces requiring cleaning that are above this height require the use of specialised equipment, cleaning techniques and safety procedures.

The unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually and would be carried out under direct supervision within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

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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

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** in work site are identified and risks controlled according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type and condition of ***external surface*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	Work site access arrangements are identified according to work order, and OHS and company requirements.
		1.6	***Cleaning techniques*** are confirmed according to work order and company requirements.
		1.7	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and

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	and chemicals.		OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean and tidy work site.	4.1	External surface is cleaned using equipment, PPE, chemicals and cleaning techniques.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
		4.3	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		4.4	Signage and barriers are removed according to work order, and OHS and company requirements.
5	Clean, safety	5.1	Equipment and PPE are cleaned according to

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check and store equipment.		manufacturer specifications and environmental, OHS and company requirements.
	5.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
	5.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	5.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals

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  - handling and disposing of waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for external surfaces
- cleaning techniques for various surface types
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning external surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of surfaces, their characteristics and appropriate cleaning methods

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	This unit of competency could be assessed by observing practical demonstrations of cleaning external surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of external surfaces and types of soil • comply with company and legislative requirements • use safe and efficient cleaning methods

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	• select cleaning equipment and chemicals • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with a variety of external surface types and soil types • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards

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	• dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise

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	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as	• allergic reactions, such as contact dermatitis • communication devices for remote and isolated locations, such

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workplace health and safety) ***requirements*** may relate to:	as: • mobile phone • two-way radio • dermatoxicological control and prevention measures • emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances • hazard identification and risk assessment mechanisms • health surveillance and monitoring, such as regular blood testing • hierarchy of hazard control procedures • maintaining clear access • national and industry standards and codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • reporting injury and dangerous occurrences • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
External surfaces may include:	• aluminium • brick • ceramic • concrete • marble • metal

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	• polymer resin • rendered surfaces • new technologies • terrazzo • wood. Note: External surfaces in some situations, such as heritage sites, are only cleaned by specialists.
Soil types may include:	• food and beverage stains • food grime • graffiti made with ink, texta and paint • human and animal waste • mould and mildew • mud and soil • scuff marks.
Cleaning techniques may include:	• hand washing • low-water cleaning methods, such as using microfibre cleaning products • pre-spraying • rinsing • scraping • spot cleaning • squeegeeing.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, such as:
	  • A framed ladders
	  • wet area electrical safety connections
	• cleaning equipment, such as:
	  • buckets
	  • cloths
	  • extraction units for contaminated waste
	  • garbage bins
	  • microfibre products
	  • nylon scourer pads
	  • scrapers
	  • scrubbing brushes
	  • soft bristle brooms
	  • spray bottles

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	• squeegees • water-fed brooms.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs or plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources

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	• time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • contaminated waste • liquid waste • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3002A Restore hard floor surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCLO2B Restore a hard floor surface

Unit Descriptor

This unit of competency specifies the outcomes required to restore hard floor surfaces. The unit applies to both manual and mechanical methods of hard floor surface restoration. It requires the ability to assess the extent of the restoration task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

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

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** in work area are identified and associated risks assessed according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Surface type of ***hard floor*** is identified by observation according to work order and company requirements.
		1.4	***Surface texture*** is identified by observation according to work order and company requirements.
		1.5	***Embedded soil*** is identified by observation according to company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	***Restoration cleaning techniques*** for surface of hard floor are selected according to work order and company requirements.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Restore hard floor surface.	4.1	Hard floor surface is restored using equipment, PPE, chemicals and restoration cleaning techniques according to work order, manufacturer specifications, and OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to

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chemicals.		manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
	6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- correct working skills for:
  - applying sealer finish
  - buffing and spray buffing
  - machine scrubbing or scrubbing with deck scrubber
  - mopping
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:

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- manage time
- sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for hard floor surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to restoring hard floor surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using chemicals and equipment, including PPE
- types of hard floor surfaces, including:
  - characteristic of surfaces
  - restoration methods, such as applying surface finishes

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	This unit of competency could be assessed by observing practical demonstrations of restoring hard floor surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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	In particular the person should demonstrate the ability to: • identify type and condition of hard floor surface and soil type • use safe and efficient restoration methods • select cleaning equipment • comply with company, legislative and regulatory requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces.

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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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE

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	• those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever • scabies

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	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation

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	• workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Hard floors may include:	• brick • ceramic tiles • concrete

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	• cork • marble • parquetry • pavers • polished wood • proprietary flooring encompassing new technologies • quarry tiles • rubber • slate • terrazzo • vinyl • wood.
Surface texture may include:	• non-slip surface • porous or non-porous • sealed or non-sealed • smooth or textured.
Embedded soil types can be wet or dry and may include:	• chemical • food and beverages • gravel • grease • heavy dirt build-up • industrial • liquid • oil • paint • tar.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, building or shopping centre staff and management.

Equipment may include:	• bassine brushes
	• bristle scrubbing brooms, such as:
	  • deck scrubber
	  • stiff nylon
	  • tynex for concrete
	• buckets, including ergonomic and split systems
	• cleaning trolleys
	• cloths
	• cotton and anti-static mops
	• cotton and polycotton mops

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	• doodle bag holders • dust control mops • insta-lock pad holders • mechanical scrubbers • microfibre products • range of floor pads for scrubbing and buffing • rotary brushes • scouring pads, scrapers and steel wool • vertical drum scrubbers and cylindrical brushes.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • sealer finish • solvent cleaners.
Restoration cleaning techniques may include:	• applying floor sealer finishes • dry buffing • dust mopping • low-water techniques, such as using microfibre cleaning products • scrubbing • spray buffing • sweeping • wet mopping.
Personal protective equipment may include:	• ear muffs or plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as:

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	• laminated cards • notices • wall posters • product labels • safety instructions pre-printed on equipment.
Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • sweeping detritus • used containers • used or contaminated PPE • used or unused chemicals.
Environmental requirements may include:	• clean-up, containment and isolation • company policies and guidelines • emergency chemical spill control measures • environmental protection agency and requirements of government departments, such as: • agriculture • emergency services • hazardous materials handling • local government regulations and by-laws • low-energy cleaning methods • low environmental-impact chemicals • low-moisture cleaning methods • low water-use equipment and water-efficient cleaning methods • non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3003A Replace a hard floor finish

Modification History

Revised unit

Unit updated and equivalent to PRMCLO3B Replace a hard floor finish

Unit Descriptor

This unit of competency specifies the outcomes required to replace a hard floor finish. The unit covers the processes involved in removing the old floor sealant and replacing it with a new protective coating. This process is commonly known within the industry as ‘strip and seal’.

The unit requires the ability to assess the extent of the removal and replacement needed through understanding client requirements and applying organisational policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

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 Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	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	Assess area to be stripped and sealed.	1.1	Area requiring ***strip and seal*** is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons.***
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type of ***sealant or finisher*** on ***hard floor*** is identified by observation according to work order and company requirements.
		1.4	Type and condition of surface sealant or finisher are identified by observation and testing according to work order and company requirements.
		1.5	Compatible sealant or finisher is selected to replace existing sealant according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Extent of required strip and seal is assessed and ***replacement method*** is selected according to work order and company requirements.
		1.8	Timing and availability of work site for strip and seal are confirmed according to work order and company requirements.
		1.9	Pre-existing floor damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and

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	and chemicals.		OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required during cleaning operation according to work order, and OHS and company requirements.
		3.4	Floor surface is cleaned to remove ***soil*** according to company requirements.
		3.5	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Remove and replace hard floor surface.	4.1	Equipment and chemicals are used to strip existing sealant or finisher off hard floor according to work order, manufacturer specifications and company requirements.
		4.2	Equipment and chemicals are used to seal hard floor surface by applying sealant/finish according to work order, manufacturer specifications and company requirements.
		4.3	Work is performed according to work order,

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			manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- correct working skills for:
  - applying sealants or finishers
  - buffing and spray buffing
  - machine scrubbing
  - mopping

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    - sweeping
- customer service skills to:
    - establish rapport with clients
    - gain clients' trust
    - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
    - communicate clearly and concisely verbally and in writing
    - perform mathematical calculations required for:
        - preparing chemicals as specified on product labels
        - measuring area
    - read and interpret directions and safety instructions, including:
        - chemical labels
        - equipment manuals
        - material safety data sheets (MSDS)
    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- planning and organising skills to:
    - manage time
    - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
- self-management skills to work alone and in a team
- teamwork skills to lead teams

Required knowledge

- chemicals, including:
    - routes of entry and potential symptoms of exposure to chemicals
    - sealants or finishers and equipment and their application requirements for hard floor surfaces
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting

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  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to replacing a hard floor finish, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of hard floor surfaces, including:
  - characteristic of surface finishes
  - relevant replacement methods

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	This unit of competency could be assessed by observing practical demonstrations of replacing a hard floor finish involving at least two different surfaces and two different work areas.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify types of hard floor surfaces and sealants or finishers • comply with company and legislative requirements • use safe and efficient replacement methods • select cleaning equipment and chemicals, including sealants or finishers • achieve outcome in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and chemicals, including sealants or finishers • PPE

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	• equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces • CPPCLO3002A Restore hard floor surfaces.

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.

Strip and seal involve:	• reducing existing sealant to solution using approved stripper • removing slurry of sealant and stripper from floor using manual or machine methods • applying approved sealant/finisher to hard floor surface using manual or machine methods.

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Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• defined resource parameters
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures

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	• employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray

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	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures

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	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Sealant or finisher may include:	• solvent-based wax finishes
	• water-based sealants, such as:
	  • acrylic co-polymers
	  • water-based urethanes.

Hard floors may include:	• bricks • ceramic tiles • concrete • cork • marble • parquetry

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	• pavers • polished wood • proprietary flooring encompassing new technologies • quarry tiles • rubber • slate • terrazzo • vinyl • wood.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• abrasive pads
	• automatic scrubbers
	• bassine brushes
	• cleaning trolleys
	• cloths
	• dry vacuum cleaners
	• floor pads of various sizes for stripping old sealant and buffing
	• floor scrapers
	• floor squeegees
	• hand doodle bug holders
	• insta-lock pad holders
	• long-handled dustpans and brushes
	• low and high-speed buffers
	• microfibre products
	• mops (polycotton or cotton)
	• nylon pads
	• sealant applicators, such as:
	  • fringe mops
	  • lamb's wool applicators
	  • weighted acrylic covered applicators
	  • wringer mops
	• scrubbers, usually mechanical
	• steel wool
	• wet vacuum cleaners.

Chemicals may include:	• acid cleaners • alkaline cleaners • finishes • low environmental-impact chemicals

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	• neutral cleaners • sealants • solvent cleaners • stripping agents.
Replacement methods may include:	• light strip and seal • total strip and seal.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Soil types can be wet or dry and include:	• beverages • chemical • cigarette butts • dust • food • gravel • heavy dirt build-up

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	• hospital waste • industrial • liquids • oil • paper • rainwater • stones • syringes • tar.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • obsolete equipment • packaging • sealer and stripper detritus • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3013A Clean window coverings

Modification History

Revised unit

Unit updated and equivalent to PRMCL13B Clean window coverings

Unit Descriptor

This unit of competency specifies the outcomes required to clean a range of window coverings to remove dirt and grime. The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and the type of window coverings and fixtures, and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines. Where ladders are being used, the work is usually done in pairs.

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

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess items to be cleaned.	1.1	**Window coverings and fixtures** to be cleaned are assessed, **work order** is reviewed according to **company requirements**, and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type of window coverings and fixture method are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.6	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.

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3	Prepare for cleaning.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Locations of washing and drying sites are selected according to work order and legislative, OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required according to work order, and OHS and company requirements.
		3.4	Window coverings and fixtures are removed according to work order, and OHS and company requirements.
		3.5	Window coverings and loose fittings are tagged to ensure correct refit according to work order and company requirements.
		3.6	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are notified.
4	Clean and refit window coverings.	4.1	Window coverings are sorted according to washing method, work order and company requirements.
		4.2	Window coverings are washed and rinsed, and excess water is removed using equipment, PPE, chemicals and ***cleaning techniques*** and according to OHS requirements.
		4.3	Window coverings are dried according to work order and company requirements.
		4.4	Window coverings are checked and spot cleaned if necessary according to work order and company requirements.
		4.5	Window coverings are refitted and checked to be in working order according to work order, manufacturer specifications and OHS and company requirements.
		4.6	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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5	Tidy work site.	5.1	Wash area is cleaned according to work order and company requirements.
		5.2	Signage and barriers are removed according to work order, and OHS and company requirements.
		5.3	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- correct working skills for:
  - identifying surface types and their suitability for either wet or dry cleaning
  - performing basic wash-down and full immersion wash
  - spot cleaning
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds

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- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their application for surfaces of window coverings
- cleaning methods for window coverings
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning window coverings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of window coverings and fixtures, their characteristics and methods of operation

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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	This unit of competency could be assessed by observing practical demonstrations of cleaning window coverings involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of window coverings and fixtures • select cleaning equipment and chemicals • select safe and efficient cleaning methods • remove, clean and refit window coverings according to customer work order, and company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with a range of window covering types • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

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.

Window coverings and fixtures can be made from cloth, metal, plastic, textile, vinyl or wood and include:	• awnings • coverings encompassing new technologies • fixed pelmet systems • flywire • Holland blinds • lined curtains • Roman blinds • security screens • shutter systems • unlined curtains • Venetian blinds • vertical blinds.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks

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	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may	• clients

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include:	• colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and

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	repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice

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	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Soil types may include:	• adhered soil • cobwebs • dust • mould and mildew • nicotine stains • oil • paint • road grime.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, including:
	  • A frame ladders
	  • extension ladders
	  • screwdrivers
	• cleaning equipment, including:

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	• brushes • chamois • cleaning cloths • garbage bins • hoses • hot air dryers • microfibre products • pressure-washing equipment • scourers • soft brooms • water extraction machines.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian

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	standards warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Cleaning techniques may include:	• air blowing • dusting • low-water cleaning methods, such as using microfibre cleaning products • pressure washing • rinsing • scrubbing • spot cleaning • water extraction • wiping.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods

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	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3014A Maintain 'clean room' environments

Modification History

Revised unit

Unit updated and equivalent to PRMCL14B Maintain a ‘clean room’ environment

Unit Descriptor

This unit of competency specifies the outcomes required to maintain ‘clean room’ environments. Cleaning in a ‘clean room’ environment is a specialised field of cleaning. The unit is an introduction to this type of cleaning and focuses on the need to exercise caution when selecting cleaning methods to ensure safety of personnel and equipment.

The unit requires the ability to assess the extent of the cleaning task through knowledge of the characteristics of a ‘clean room’ environment and by applying and understanding client requirements and company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Clean rooms are specialist facilities where dust presents a hazard to the safe and efficient operation of electronic and other sensitive equipment. Some clean rooms may be pressurised to reduce the amount of dust entering the room. Clean rooms may be used for specialised computer installations, computer equipment repairs, PABX units, manufacturing electronic components, laboratories and sterile rooms for food manufacturing.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

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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

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Types of ***clean room surfaces*** to be cleaned are identified by observation, and potential for ***damage to clean room equipment*** is assessed according to ***manufacturer specifications***, work order and company requirements.
		1.4	***Soil types*** are identified on surfaces by observation according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.6	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to manufacturer specifications, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.

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		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required according to work order, and OHS and company requirements.
		3.3	Furniture and fittings that impede the cleaning operation are removed according to work order and company requirements.
		3.4	Cleaning procedures are planned and move from highest to lowest point in work site according to work order, and OHS and company requirements.
		3.5	Client-approved power outlets for electrical cleaning equipment are located prior to use according to work order and company requirements.
		3.6	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean work site.	4.1	Soil is removed and surfaces are cleaned using equipment, PPE, chemicals and ***cleaning techniques*** according to work order, manufacturer specifications and OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Signage and barriers are removed according to work

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			order, and OHS and company requirements.
		5.2	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- correct working skills to:
  - clean glass
  - maintain ceiling surfaces and fittings
  - maintain hard floor surfaces
  - maintain soft floor surfaces
  - use spot cleaning
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:

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    - communicate clearly and concisely verbally and in writing
    - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
    - read and interpret directions and safety instructions, including:
        - chemical labels
        - equipment manuals
        - material safety data sheets (MSDS)
    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
    - using equipment for cleaning
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment suitable for using with sensitive equipment
- cleaning methods for ‘clean room’ environments, including:
    - low-water cleaning
    - use of microfibre techniques
    - vacuuming hard to access spaces
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- impact of dust, moisture, electrical current and magnetic fields on sensitive electronic equipment
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining a ‘clean room’ environment, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE

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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	This unit of competency could be assessed by observing practical demonstrations of maintaining a 'clean room' environment involving at least two different work site environments. It is also recognised that gaining access to a clean room for both the candidate and assessor can be, given the nature of clean rooms, problematic. A properly constructed simulation of the cleaning process is therefore an appropriate assessment strategy.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify types of surfaces and fittings • use safe and efficient cleaning methods • select cleaning equipment and chemicals • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently

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	identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules

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	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals
	  • electronic manufacturing
	  • laboratories.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment

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	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local

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	government regulations affecting company operation, including: • anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences

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	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Clean room is a specialised facility that may accommodate:	• electronic manufacturing environment • laboratories • PABX equipment • specialised computer installation • sterile food manufacturing environments.

Surfaces may include:	• benchtops and work stations
	• equipment casings
	• cabling
	• ceilings
	• fittings, such as:
	  • cameras
	  • lights
	  • monitors
	  • skylights
	  • smoke detectors
	  • sprinkler systems
	• furniture
	• glass
	• hard floor surfaces
	• soft floor surfaces, such as special dust-catching carpets
	• surfaces encompassing new technologies
	• vents and grilles.

Damage to clean room equipment may include:	• damage caused by liquids entering or moisture accumulating in:
	  • electrical and other cabling
	  • equipment casings
	• electrostatic or electromagnetic contamination
	• falling or airborne dust

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	• loosening of cables or wiring.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Soil types may include:	• dust • litter.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, such as:
	  • A frame ladders
	  • extension poles
	• cleaning equipment, such as:
	  • brooms
	  • buckets
	  • buffing machines with brushes and pads
	  • damp mops
	  • dust mops
	  • dust pans
	  • garbage bins
	  • glass cleaning equipment
	  • lint-free and anti-static cleaning cloths
	  • microfibre products
	  • scourers
	  • vacuum cleaners fitted with micron filters and bags
	  • vacuum crevice tools
	  • wheeled cleaning trolleys.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

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Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Cleaning techniques may include:	• buffing • damp mopping • dust mopping • spot cleaning • steam cleaning • surface wiping with lint-free or anti-static cloths • low-water cleaning methods, such as using microfibre cleaning products • vacuum cleaning • vacuuming with crevice tool on hard to access surfaces.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used cleaning cloths

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	• used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3016A Wash furniture and fittings

Modification History

Revised unit

Unit updated and equivalent to PRMCL16B Wash furniture and fittings

Unit Descriptor

This unit of competency specifies the outcomes required to wash furniture and fittings. This function is usually part of client specifications for periodic rather than routine cleaning and covers a range of surface types and cleaning methods.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

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.

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Elements and Performance Criteria

1	Assess furniture and fittings to be cleaned.	1.1	***Furniture and fittings*** are assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*.**
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type and condition of furniture and fittings are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.

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3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to **work order, and OHS and company requirements**.
		3.3	Furniture and fittings that impede cleaning operation are moved according to work order, and OHS and company requirements.
		3.4	Floor, furniture and fittings are covered by drop sheets as necessary according to work order and company requirements.
		3.5	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean furniture and fittings.	4.1	Soil is removed from ***surfaces***, and furniture and fittings are washed using equipment, PPE, chemicals and cleaning techniques.
		4.2	Work area is restored according to work order and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment,	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS

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		and company requirements.
and store equipment and chemicals.	6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
	6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify soil and stains
  - identify surface types
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time

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    - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their application for surfaces of furniture and fittings
- cleaning methods for furniture and fittings, including:
    - pre-spotting and stain removal
    - low-water
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to washing furniture and fittings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE

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	This unit of competency could be assessed by observing practical demonstrations of washing furniture and fittings involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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competency in this unit	In particular the person should demonstrate the ability to: • identify type and characteristics of furniture and fittings and their surfaces • use safe and efficient cleaning methods • select cleaning equipment and chemicals • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue with a range of furniture and fittings • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2015A Maintain furniture, fittings and room dressing.

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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.

Furniture and fittings may include:	• air conditioning vents • bars • beds • bedside cupboards • benches • blinds • ceiling fans • chairs • clocks • compactus • computers and associated equipment • curtains • desks • displays • door handles • doors • electrical items, including kettles and microwaves • filing cabinets • grilles • lamps • light fittings • light switches • ornaments • ovens • picture frames • railings • refrigerators • shelves • skirting • stoves • tables • telephone hand sets • vents

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	• walls • work stations • window sills.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards

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	• dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise

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	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as	• allergic reactions, such as contact dermatitis • communication devices for remote and isolated locations, such

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workplace health and safety) ***requirements*** may relate to:	as: • mobile phone • two-way radio • dermatoxicological control and prevention measures • emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances • hazard identification and risk assessment mechanisms • health surveillance and monitoring, such as regular blood testing • hierarchy of hazard control procedures • maintaining clear access • national and industry standards and codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • reporting injury and dangerous occurrences • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Soil types can be wet or dry and may include:	• beverages • blood • blue tack • candle wax • chewing gum • cobwebs

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	• dust • food • glue • grease • human and animal waste • lipstick • medicine • mud and dirt • nail polish • paint • shoe polish.

Cleaning techniques may include:	• for furniture and fittings:
	  • polishing
	  • pre-spraying
	  • scrubbing
	  • vacuuming
	  • washing
	  • wiping
	• for fabric surfaces:
	  • spot cleaning
	  • spray pack foam
	  • vacuuming
	• low-water cleaning methods, such as using microfibre cleaning products.

Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• alcohol wipes • buckets • damp cloths • extension poles • ladders • lint-free dusters, such as lamb's wool and feather dusters • lint-free polishing cloths, such as cotton and colour-fast cloths • microfibre products • mini mops • oil impregnated cloths • polishing cloths • scourers • sponges

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	• vacuum cleaners.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources

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	• time limitations.
Surfaces may be washable or non-washable and include:	• fabric • glass • laminate • leather • metal • paint • plastic • polyresin • tile • timber • vinyl.
Waste may be either solid or liquid and include:	• chemicals past expiry date • dry waste, such as fluff and lint • liquid waste • litter • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations.

Custom Content Section

Not applicable.

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CPPCLO3020A Clean using pressure washing

Modification History

Revised unit

Unit updated and equivalent to PRMCL20B Clean using pressure washing

Unit Descriptor

This unit of competency specifies the outcomes required to use pressure washing to clean surfaces. Pressure washing produces a variable stream of either water or cleaning chemical and is used as a replacement for hand scrubbing in large areas or where surfaces are very soiled.

Some surfaces, such as cracked, painted or other sealed surfaces, may be sensitive to pressure washing.

The unit requires the ability to assess the extent of the cleaning task through knowledge of the characteristics of the surface and the type of surface soiling. It is also necessary to apply understanding of client requirements and company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and cleaning methods is essential to performing the task safely and efficiently.

In this unit work is conducted from ground level. CPPCLO3036A Clean at high levels describes work conducted over two metres above ground level.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

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Employability Skills Information

his 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

1	Assess area for suitability for pressure washing.	1.1	Area to be pressure washed is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*.**
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type and condition of ***surface*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	Work site access requirements are identified according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Effectiveness and suitability of a pressure wash is assessed according to work order and legislative, OHS, company and ***environmental requirements***.
		1.8	***Cleaning techniques*** are selected according to work order, ***manufacturer specifications*** and environmental, legislative, OHS and company requirements.
		1.9	Pre-existing damage is identified and reported to appropriate persons according to company requirements.

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2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to manufacturer specifications, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during the cleaning operation according to work order, and OHS and company requirements.
		3.3	Items requiring protection from pressure spray are covered and secured according to work order and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean work site.	4.1	Heavily soiled areas are prepared using cleaning techniques according to manufacturer specifications and company requirements.
		4.2	Pressure washing is conducted using equipment, PPE and chemicals and according to manufacturer specifications and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and

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			company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and environmental requirements.
		5.2	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as

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specified on product labels
    - read and interpret directions and safety instructions, including:
        - chemical labels
        - equipment manuals
        - material safety data sheets (MSDS)
    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- planning and organising skills to schedule and roster work
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of waste
    - identifying hazards and controlling risks
    - manual handling
    - selecting equipment and chemicals
    - working at heights
- self-management skills to work alone and in a team
- teamwork skills to lead teams

Required knowledge

- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning using pressure washing, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE
- pressure washing, including:
    - equipment and its functions
    - pressure washing methods, including:
        - cleaning methods for surfaces where there are restrictions or limitations on pressure washing
        - preparation requirements of areas for pressure washing
    - types of surfaces, their characteristics and suitability for pressure washing

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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	This unit of competency could be assessed by observing practical demonstrations of cleaning using pressure washing involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify hazards associated with pressure washing • identify surface and soil types • use safe and efficient pressure cleaning methods • select cleaning equipment and chemicals • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venues with a variety of surface and soil types suitable for pressure washing • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning

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	knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2037A Clean external surfaces • CPPCLO3021A Clean industrial machinery.

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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules

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	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products

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	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as: • building codes

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	• dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions

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	• work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Surface may be:	• brick • car parking areas • concrete • concrete driveways • entertainment seating • external walls, gutters and fascia boards • factory floors • fronts of buildings, such as awnings and facades • garages • industrial kitchens • machinery and equipment • painted surfaces • polyresin • surfaces encompassing new technologies • stairwells • steps • wood.

Soil types may include:	• algae and moss
	• graffiti made with ink, texta and paint
	• grease and oil
	• pollution marks and soil on structures, including:
	  • bridges
	  • buildings
	  • outdoor furniture
	  • statues.

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Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• brooms • cloths • hoses • lances • microfibre products • pressure washers (electric or diesel) • squeegees • wet area electrical safety connections.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Cleaning techniques may include:	• low-water cleaning methods • detailing • hand washing • pre-spraying • pressure water blasting • rinsing.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as:

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	• laminated cards • notices • wall posters • product labels • safety instructions pre-printed on equipment.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • removed soil • used cleaning cloths • used containers • used or unused chemicals • used or contaminated PPE • used or unused chemicals.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO4022A Organise and monitor cleaning operations

Modification History

Revised unit

Unit updated and equivalent to PRMCL22B Organise and monitor cleaning operations

Unit Descriptor

This unit of competency specifies the outcomes required to organise and monitor work to maximise effectiveness of resource use in the cleaning industry.

The unit requires the ability to identify requirements of the work order based on extensive understanding of the range of cleaning methods available and the associated use of equipment and chemicals. It also requires understanding of the client's expectations and needs, and organising the resources needed for the cleaning operation. Organising resources and monitoring performance are essential to performing a cleaning operation efficiently.

Application of the Unit

This unit of competency supports employees who work with limited supervision or who work with, and provide support to, a small team.

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

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify work requirements.	1.1	***Work order*** is reviewed and site is assessed according to ***company requirements*** to determine work implications, and issues are clarified with ***appropriate persons*****.**
		1.2	Client needs, expectations and preferences are clarified using ***interpersonal skills and communication techniques*** according to company requirements.
		1.3	Special requirements arising from site characteristics or client requests are identified according to company and ***occupational health and safety*** (OHS) ***requirements***.
2	Analyse resource implications and provide resources.	2.1	Work order resource requirements and available resources are analysed according to company requirements.
		2.2	Work schedules are developed and available personnel with recognised competencies are assigned according to OHS and company requirements.
		2.3	Type and quantity of ***equipment***, ***personal protective equipment*** (PPE), ***chemicals*** and ***consumables*** required to fulfil work order are assessed according to company requirements.
		2.4	Suitable equipment, PPE, chemicals and consumables for the cleaning operation are supplied according to work order, ***manufacturer specifications***, and OHS and company requirements.
3	Communicate and monitor work requirements.	3.1	Work team members are advised of work schedules and responsibilities using ***communication methods*** according to company requirements.
		3.2	Work team members' understanding of their tasks and responsibilities is confirmed by using interpersonal skills and communication techniques according to company

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requirements.

3.3 Work performance is monitored according to company requirements to ensure compliance with customer needs, expectations and preferences and work order.

3.4 **Work restrictions** affecting completion of work order and changed customer needs, expectations and preferences are identified and work schedules are adjusted according to company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - allocating work
    - estimating time to complete work
  - read and comprehend work orders
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - monitor work orders and outcomes
  - prioritise work
  - schedule efficiently
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- teamwork skills to lead small teams

Required knowledge

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- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - identifying hazards and controlling risks
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning operations and ensure compliance in the workplace and work order requirements
- mathematical methods for estimating resources
- product knowledge, including:
  - chemicals and their uses
  - cleaning equipment and its uses
  - surfaces and effective and compatible cleaning methods
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
- chemicals
- equipment, including PPE
- work order specifications

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	This unit of competency could be assessed by observing practical demonstrations of organising and monitoring cleaning operations involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine resource implications of particular cleaning methods being used in work order • assess resource requirements of work order • confirm that client expectations are realistic • comply with company and legislative requirements • develop and adhere to work schedules

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	• implement effective monitoring system • identify and supply equipment, PPE, chemicals and consumables • provide feedback and communicate with colleagues and customers • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • work order and client specifications • relevant information and work sites • suitable equipment and resources • PPE • equipment operating manuals and MSDS • relevant procedures • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO4024A Control the supply of resources to the work site.

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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.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badges, cards or passes • company policies and procedures, including:

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	• access and equity policy, principles and practice • OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Interpersonal skills and communication techniques may include:	• active listening
	• constructive feedback
	• control of voice and body language
	• flexibility and willingness to negotiate
	• non-verbal communication, such as:
	  • body language
	  • personal presentation
	• presenting options and consequences
	• providing opportunity for client to confirm their request
	• questioning techniques to clarify and confirm client's needs and understanding
	• summarising and paraphrasing to check understanding of client's message
	• use of effective presentation aids, such as:
	  • audiovisual slides
	  • diagrams
	  • photos
	  • pictures
	• using language sensitively, showing awareness of cultural and social differences.

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Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • material safety data sheets (MSDS)
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Equipment may include:	• access equipment, such as ladders • bins • brooms • buckets

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	• buffers • cleaning trolleys • cloths • cobwebbers • doodle bag holders • drop sheets • drying equipment • dust pans and brushes • dusters • extension poles • extraction units, wands and hand tools • hoses • microfibre products • mops • polishers • pressure-washing equipment and attachments • scouring pads • scrapers • scrubbers • site communication devices • sponges • spray bottles • squeegees • steam cleaners • sweepers • vacuum cleaners and attachments • window cleaning equipment.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Chemicals may include:	• acid cleaners • alkaline cleaners

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	• low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Consumables may include:	• air freshener • bin liners • hand towels • soap • toilet paper.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Communication methods may include:	• communication books • letters and notices in English and other languages • mobile phones • noticeboards • one-on-one meetings • pagers • reports • telephones • voice mail • work schedules • work team meetings • written instructions.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCMN3001B Participate in environmentally sustainable work practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to participate in environmentally sustainable work practices. The unit requires the ability to identify current resource usage in the workplace and contribute to ensuring compliance with legislative requirements. It also requires the capacity to contribute to improvements in sustainable work practices. It is essential that the organisation's approach to ensuring environmentally sustainable work practices, and the benefits that they bring, are understood.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Application of the Unit

Application of the unit

This unit of competency supports individuals working as team members, who operate within the scope of their defined roles and responsibilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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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.	1.1 Workplace's ***environment and resource efficiency issues*** are identified. 1.2 Resources used in own work role are identified. 1.3 Current use of resources is measured and documented using ***appropriate techniques***. 1.4 Workplace environmental hazards are identified and reported to appropriate personnel.
2. Comply with environmental regulations.	2.1 Procedures are followed to ensure ***compliance***. 2.2 Breaches or potential breaches are reported to appropriate personnel.
3. Contribute to improvement of resource efficiency.	3.1 Organisational ***plans*** to improve environmental practices and resource efficiency are followed. 3.2 ***Suggestions*** are made for improvements to workplace practices in own work area.
4. Understand resource efficiency issues and practices.	4.1 Organisation's policies and procedures regarding environment and resource efficiency issues are understood and communicated succinctly. 4.2 Opportunities for improved and sustainable use of resources are identified and communicated as appropriate to customer or workplace supervisor. 4.3 ***Benefits*** provided by organisation's approach to sustainable resource use and impact on work being performed are identified and communicated clearly and

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ELEMENT	PERFORMANCE CRITERIA
	succinctly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to relate to people from diverse backgrounds
- language, literacy and numeracy skills for:
  - clarifying work requirements
  - communicating information about benefits and types of sustainability practices clearly and concisely verbally and in writing
  - documenting and reporting resource use
  - following instructions and procedures
  - interpreting workplace information
  - measuring resource use

Required knowledge

- basic understanding of sustainability
- environmental and resource hazards and risks, and inefficiencies associated with own workplace
- legislation and regulations that apply to environmentally sustainable practices in own workplace
- relevant environmental and resource efficiency systems and procedures for own work area
- reporting 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.

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Overview of assessment

This unit of competency could be assessed by observing at least two instances of following workplace procedures according to instructions and participating in improvement of environmental and resource efficient work practices at own level of responsibility.

Evidence must be strictly relevant to the particular workplace role.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- apply improved resource efficiency approaches to own work area and demonstrate outcomes
- communicate with customers and other stakeholders
- list environmental hazards and risks, and inefficiencies and opportunities for improvements identified in the workplace
- measure and report current resource use
- contribute advice and suggestions for improvements.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include access to:

- workplace documentation and personnel
- relevant legislation, standards and guidelines
- reports from other parties involved in the process of identifying and implementing improvements.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments

This unit could be assessed on its own or in combination with other units relevant to the job function.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access

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to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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.

Environmental and resource efficiency issues may include:	• application of industry codes and standards, including ecoCLEAN
	• measurements made under different conditions
	• minimisation of environmental risks and maximisation of opportunities to improve business environmental performance and to promote more efficient production and consumption of natural resources, for example by:
	  • efficient energy use
	  • efficient water use
	  • minimising use of chemicals
	  • minimising waste, through implementation of waste management hierarchy
	  • seeking alternative sources of energy.

Appropriate techniques may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions.
Compliance includes:	• meeting relevant federal, state and local government laws, by-laws and regulations, including application of energy rating/conservation systems, such as the Green Star environmental rating system.
Organisational plans may include work plans to:	• increase efficiency of water use • minimise waste.
Suggestions may include	• improve energy efficiency

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ideas that help to:	• increase use of renewable, recyclable, re-usable and recoverable resources • prevent and minimise risks and maximise opportunities, such as use of solar or other alternative forms of energy where appropriate • reduce emissions of greenhouse gases • reduce use of non-renewable resources.

Benefits of efficient and sustainable use of resources to the customer will depend on the nature of the work being performed and will vary across industry sectors, but may include:	• compliance with legislative and industry standards
	• improved environmental outcomes for the customers, or residents of the premises
	• reduced price due to:
	  • lower cost for disposal of less toxic chemicals and other materials
	  • lower input costs for consumables
	• sense of wellbeing by contributing to improved environmental outcomes.

Unit Sector(s)

Unit sector Common

Competency field

Competency field

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CPPCMN4002B Implement and monitor environmentally sustainable work practices

Modification History

Revised unit

Unit updated and equivalent to CPPCMN4002A Implement and monitor environmentally sustainable work practices

Unit Descriptor

This unit of competency specifies the outcomes required to analyse the workplace effectively in relation to environmentally sustainable work practices, and to then implement improvements and monitor their effectiveness.

Application of the Unit

This unit of competency supports individuals responsible for a specific area of work or who lead a work group or team in a range of property services sectors and organisations. They operate within the scope of their defined roles and responsibilities.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

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

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Investigate current practices in relation to resource use.	1.1	Environmental regulations applying to organisation, work conducted on clients' sites, and to the community at large, are identified.
		1.2	Procedures for assessing ***compliance*** with environmental regulations are evaluated.
		1.3	Information on environmental and resource efficiency systems and procedures is collected and provided to work group according to organisational policies and procedures.
		1.4	Current resource use is measured and documented according to organisational policies and procedures.
		1.5	Current ***purchasing strategies*** are analysed and documented.
		1.6	Current work processes are analysed to access information and data and assist in identifying areas for improvement.
2	Set targets for improvements.	2.1	Input is sought from ***stakeholders, key personnel and specialists***.
		2.2	External sources of information and data are accessed as required.
		2.3	Alternative solutions to workplace environmental issues are evaluated.
		2.4	Efficiency targets are set.
3	Implement performance improvement strategies.	3.1	***Techniques and tools*** are sourced to assist in achieving targets.
		3.2	Continuous improvement strategies are applied to own area of responsibility, and ideas and possible solutions

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			are communicated to work group and management.
		3.3	***Environmental and resource efficiency improvement plans*** for own work group are integrated into other operational activities and implemented.
		3.4	***Suggestions*** and ideas about environment and resource efficiency management are sought from stakeholders and acted upon according to organisational policies and procedures.
		3.5	Costing strategies are implemented to fully value environmental assets.
4	Monitor performance	4.1	Outcomes are documented and reports on targets are communicated to key personnel and stakeholders.
		4.2	Strategies and benchmark indicators are evaluated.
		4.3	New targets are set and new tools and strategies investigated and applied.
		4.4	Compliance with relevant legislative standards or codes is monitored and reported in accordance with formal requirements.
		4.5	Successful strategies are promoted and, where possible, participants rewarded.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- change management skills to implement improved environmental and resource efficiency plans
- interpersonal skills to relate to people from diverse backgrounds
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - comparing benchmarks
  - consulting with work group
  - reading and interpreting documentation, including:
    - environment and energy efficiency requirements

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    - resource use
  - requesting information
  - seeking and receiving feedback
  - sourcing, organising and recording information
  - using costing strategies
- problem-solving skills to analyse problems, devise solutions and reflect on approaches
- self-management skills to recognise and implement environment and energy efficiency management policies and procedures
- technology skills, including the ability to operate and shut down equipment

Required knowledge

- environment and energy efficiency systems and procedures, including:
  - environment management systems
  - supply chains
- environment and resource efficiency issues specific to industry practices
- industry benchmarks, including:
  - best practice approaches
  - quality assurance systems
- legislation, regulations, codes of practice and industry advisory standards that apply to environmental sustainability
- strategies for:
  - continuous improvement
  - effecting outcomes
  - maximising opportunities
  - minimising impacts

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	This unit of competency could be assessed by observing at least two instances of implementation and monitoring of integrated environment and resource efficiency management policies and procedures in an organisation.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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	In particular the person should demonstrate the ability to: • analyse external benchmarks • apply improved approaches to resource use in own work area • effect outcomes from environmental and resource efficiency improvement plans • explain reasons for the choice of particular benchmarks.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • relevant legislation, standards and guidelines • workplace documentation and personnel • reports from other parties involved in the process of identifying and implementing improvements.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far

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	as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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.

Compliance includes:	• meeting relevant federal, state or territory, and local government laws, by-laws, regulations and codes of practice.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability.

Stakeholders, key personnel and specialists may include:	• individuals and groups both inside and outside the organisation who have direct interest in organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of organisation
	  • key personnel in organisation, and specialists outside it, who may have particular technical expertise
	  • suppliers.

Techniques and tools may include:	• applying industry policies, standards and protocols, including the ecoCLEAN system • examining relevant information and data, such as invoices from suppliers • measurements made under varying conditions • others appropriate to the specific industry context.
Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives, action plans, surveys and audits • applying waste management hierarchy in the workplace • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use and wastewater treatment • initiating and maintaining appropriate organisational procedures for operational energy consumption, including stationary and non-stationary (transport) energy • reference to standards, guidelines and approaches, such as: • ecological footprinting

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	• global reporting initiative • Green Star environmental rating system • ISO 14001 Environment Management Systems • life cycle analyses • product stewardship • triple bottom line reporting.
Suggestions may include ideas that help to:	• eliminate use of hazardous and toxic materials • express purchasing power through selection of suppliers with improved environmental performance, such as purchase of renewable energy • identify strategies to offset or mitigate environmental impacts, such as purchasing carbon credits • make more efficient use of energy • maximise opportunities to re-use and recycle materials • prevent and minimise risks and maximise opportunities, such as use of solar or other alternative forms of energy where appropriate • reduce emissions of greenhouse gases • reduce use of non-renewable resources.

Unit Sector(s)

This unit of competency supports individuals responsible for a specific area of work or who lead a work group or team in a range of property services sectors and organisations. They operate within the scope of their defined roles and responsibilities.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Custom Content Section

Not applicable.

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CUFWRT301A Write content for a range of media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write content for a range of media. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The person applying the skills and knowledge outlined in this unit could be expected to write both original and re-purposed non-narrative content for a range of media. The content could include such things as information for websites; community, news and promotional announcements for radio stations; organisation newsletters and audio or visual presentations. In larger organisations or in the development of e-learning resources, the person would usually be re-purposing material written by other writers or content experts. This work is usually undertaken with some supervision and guidance. The writing of narrative content is covered in: • CUFWRT302A Write simple stories.

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	More complex skills associated with writing can be found in: • CUFWRT401A Edit texts • CUFWRT403A Write narration and current affairs material.

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**
Prepare to write content	1. Identify ***production requirements*** for ***content*** with

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ELEMENT	PERFORMANCE CRITERIA
	relevant personnel and according to organisational procedures 2. Identify ***purpose*** of content and other ***factors*** that have implications for the way content will be written 3. Identify ***text-based content*** that may be incorporated and referenced, and organise copyright clearances as required 4. Use a range of additional ***sources*** to find information where there are perceived gaps in text-based content 5. Identify needs and perspectives of target users and audience with reference to a range of ***user data*** 6. Generate a range of ideas relevant to purpose of the content to be written 7. In consultation with relevant personnel, evaluate and select most appropriate content ideas and ***writing styles***
Draft content	8. Classify, structure and sequence content so that it is easy to read or navigate 9. Draft content using ***writing and communication principles*** 10. Draft content using ***writing techniques*** appropriate to purpose of the content 11. Provide captions or descriptions for ***media assets*** as required 12. Apply ***presentation techniques*** to enhance readability 13. Refine and redraft content until it meets creative requirements 14. Proofread content and conduct ***readability tests*** if appropriate 15. Submit final draft to relevant personnel for consideration and review
Finalise content	16. Incorporate feedback from relevant personnel into final content 17. Submit content by agreed deadline according to organisational procedures 18. Note areas for improvement in own area of responsibility and take action accordingly

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and literacy skills sufficient to:
  - interpret and clarify written or verbal instructions
  - write content in a style appropriate to target users and audience
  - communicate information to specific audiences
  - structure text-based content effectively for target audiences and delivery format
  - work collaboratively in a team environment - both independently on assignment and under direction
  - respond positively to constructive feedback
- conceptual skills sufficient to generate a range of text-based content ideas in response to a brief
- technical skills sufficient to:
  - proficiently use word processing tools
  - check and proofread written content using manual and automated systems
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - source information and reference material in a timely fashion
  - meet deadlines
  - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
  - roles and responsibilities of project team members
  - issues and challenges that arise when writing content
- understanding the way readers scan and read written material
- writing and communication principles for the relevant medium
- writing and presentation techniques for the relevant medium
- sound knowledge of grammar and punctuation
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers

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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: • application of the principles of writing and communication to content written for a range of purposes • content written in a way that engages the target audience • sound knowledge of grammar and punctuation • collaborative approach to work • ability to work under pressure and meet deadlines.

Context of and specific resources for assessment	Assessment must ensure:
	• practical demonstration of skills by writing a range of content within timeframes typical in an industry context
	• access to:
	  • word processing software
	  • variety of information sources
	• access to appropriate learning and assessment support when required
	• use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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 • evaluation of content written by the candidate in response to a range of briefs • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • CUFPPM301A Plan and prepare programs • CUFRES201A Collect and organise content for broadcast or publication • CUFWRT302A Write simple stories.

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.	
Production requirements may include:	• availability of staff • budget • confidentiality • contractual • copyright • deadlines • duration of items for on-air presentation • editing process • intellectual property • location • number of content items • schedule • specified number of words • station procedures.
Content may include:	• community service announcements • copy for interactive media products • copy for newsletters or other print media • intros, outros and back announcements • items for wikis • news and current affairs items for community broadcasting • on-air presentation material

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RANGE STATEMENT	

	• sponsorship announcements
	• surveys:
	  • online
	  • print
	  • telephone polling.

Relevant personnel may include:	• asset creators • authors • broadcasters • clients • content experts • directors • editors • graphic designers • information architects • other writers • producers • program managers • programmers • volunteers' coordinators • other technical/specialist staff.

Purposes may include:	• audio and visual presentations
	• educational
	• informational
	• marketing
	• networking:
	  • social
	  • corporate
	• promotional.

Factors may include:	• delivery platform for interactive media content, including:
	  • internet
	  • CD
	  • DVD
	  • games console
	  • kiosk
	  • mobile telephone
	  • personal digital assistant (PDA)
	• target audience characteristics
	• type of program or product:

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RANGE STATEMENT	
	• lifestyle • chat and interview • talkback • news • current affairs • music • interactive game • website.
Text-based content may include:	• actual events • articles • documents • dramatic material • education and training texts • interviews • manuals • news sources • press releases • publications.

Sources may include:	• actual events
	• colleagues
	• commercial enterprises
	• federal, state and local government departments
	• fiction
	• imagination
	• industry associations and organisations
	• industry practitioners and technical experts
	• internet
	• life experience
	• media outlets
	• organisational policies and procedures
	• personal observations and experience
	• publications:
	  • reference books
	  • newsletters and magazines
	  • specialist technical journals
	  • bulletins, press releases and letters
	  • manufacturer handbooks, manuals and promotional material.

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RANGE STATEMENT	
User data may include:	• audience research compiled by external bodies, such as the Australian Bureau of Statistics • focus groups • personas • profiles • site feedback • site metrics • surveys.
Writing styles may include:	• conversational • dialogue • dramatic • formal • humorous • journalistic • plain English • whimsical.
Writing principles may include:	• clear and meaningful • concise • consistent style • correct grammar, punctuation and spelling • factually accurate • logical order.
Communication principles may include:	• communicates the message • conveys meaning • encourages feedback and interaction • meets audience requirements • promotes two-way conversation.
Writing techniques may include:	• applying the inverted pyramid • avoiding clichÃ©s, jargon and slang • choosing appropriate words • crafting paragraphs • crafting sentences • creating relevant hyperlinks by using accessible wording to link internal and external content • cutting verbiage • employing active voice • using plain English • using the 5 Ws: who, what, when, where and why

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RANGE STATEMENT	
	• writing visually for an auditory medium.
Media assets may include:	• 2D animations • 3D animations • audio • graphics • photos • video.
Presentation techniques may include:	• abstracts • blurbs • bullet and numbered lists • captions • formatting • headings and subheadings • hyperlinks • typography.
Readability tests include:	• Flesch-Kinnaid index • Gunning Fog index • W3C Accessibility standards as they apply to text-based content for interactive media.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - writing

Co-requisite units

Co-requisite units		

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Co-requisite units		

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CUFWRT403A Write narration and current affairs material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write narration and material for current affairs programs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Journalists and production assistants in radio, television and media production companies apply the skills and knowledge described in this unit. Under the direction of an editor or producer, they source and prepare scripts for on-air programs or resources such as corporate videos and e-learning resources. Scripts could be read directly on air by presenters, recorded as voiceover commentaries or repurposed for online news and current affairs services. People are usually working on productions where the target audience and program style have already been defined. Even though a producer or director typically supervises program preparation, journalists and production assistants are expected to work autonomously on assignments. Skills associated with undertaking background research are covered in: • CUFRES401A Conduct research.

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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**
Clarify writing requirements	1. In consultation with ***relevant personnel***, identify ***relevant sources*** for current affairs stories or narration 2. Ensure that scripts can be prepared within ***production*** deadlines 3. Identify narrative, ***auditory and visual elements*** that may be appropriate for each type of script 4. Identify potential ***target audience*** to ensure that scripts

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ELEMENT	PERFORMANCE CRITERIA
	meet their expectations 5. Focus on perspective of target audience when deciding on ***format*** of script 6. Identify scheduling and program issues that affect writing assignments
Prepare to write scripts	7. Verify and review source material and select information or angles that meet target audience requirements 8. ***Summarise information*** to meet ***production requirements*** 9. Identify material that could result in a breach of ***laws and regulations*** and resolve issues in consultation with relevant personnel 10. Develop a structure for current affairs or narration that creates an auditory and visual narrative for target audiences 11. Ensure that preparation is completed so that production deadlines can be met
Write current affairs and narration	12. Incorporate accepted ***elements of language*** to ensure that scripts are easy to present on air or online 13. Apply ***conventions of writing broadcast and online copy*** to scripts 14. Write in a way that minimises the need for editing 15. Refine and redraft scripts until they meet creative, technical and production requirements 16. Read scripts aloud to test ease of on-air presentation and mark up copy for presenters as required 17. Submit copy to relevant personnel for consideration and review 18. Document and implement required changes to copy in an efficient manner and within production deadlines
Obtain sign-off on scripts	19. Present final scripts to relevant personnel for validation 20. Discuss and agree upon final changes with relevant personnel 21. Make necessary final adjustments, confirming scripts meet requirements and are ready on time for production

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, literacy and teamwork skills sufficient to:
  - clarify production requirements
  - interpret and summarise information and research findings
  - work as member of a production team, both independently and under direction
  - respond positively to constructive feedback on draft scripts
  - use correct grammar, spelling and punctuation when writing current affairs and narration
  - use information networks
  - check the accuracy of source material and information
  - apply appropriate listening, questioning and non-verbal communication cues
- organisational and self-management skills sufficient to:
  - prepare written materials within tight timeframes
  - prioritise work tasks
  - seek expert advice as required
- aural and visual narrative skills to determine imagery appropriate to current affairs or narration
- learning skills sufficient to improve performance and product through self-reflection and redrafting after feedback

Required knowledge

- roles and responsibilities of production team members
- principles and conventions of writing for broadcast and online
- news and current affairs research and sourcing techniques
- media laws sufficient to identify and seek expert advice on issues that could lead to legal action
- copyright clearance procedures and privacy protection procedures
- OHS standards as they relate to working for periods of time on computers

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

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EVIDENCE GUIDE	
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: • current affairs and narration written for broadcast or online that meet target audience and production requirements • ability to source and use information relevant to content and purpose of scripts • collaborative approach to work • ability to write scripts within production deadlines.
Context of and specific resources for assessment	Assessment must ensure: • access to production situations that require the preparation of current affairs and narration • access to audio and video playback equipment or internet website to enable evaluation of material written by the candidate • access to current information about, and persons able to advise on, laws and regulations that apply to broadcasting and online newscasting • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 • portfolios of evidence that demonstrate the processes used in obtaining information for scripts • evaluation of written material and summarising techniques to determine whether production requirements have been met and appropriate procedures followed • written or oral questioning to test sourcing of information and knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • BSBCRT402A Collaborate in a creative process • CUFPPM301A Plan and prepare programs • CUFPPM401A Produce programs and program segments • CUFRES401A Conduct research.

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:	• broadcasters • clients • directors • performers • producers • program managers • script editors • scriptwriters • website designers and developers • other technical/specialist staff.
Relevant sources may include:	• actual events • blog sites • existing dramatic material • internet current affairs sites • media releases • newspapers • online news services • television news and current affairs.
Productions may include:	• information and education resources or programs available on a range of platforms: • CD

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RANGE STATEMENT	

	• DVD
	• internet
	• mobile telephones
	• online:
	  • internet news service
	  • community current affairs site
	• television and radio programs:
	  • news
	  • current affairs
	  • documentary and informational style programs
	• live coverage of events.

Auditory and visual elements may include:	• adding script to pictures • music • sound effects • tone of voice • using typefaces, colour and graphics in online • voices - speaking and choral • writing effective captions online • writing in pictures.

Target audiences may include:	• personnel in corporations or businesses
	• radio listeners of any age or cultural background
	• readers and audiences with specific interests, e.g.:
	  • music
	  • films
	  • theatre
	  • sport
	  • travel
	  • history
	• students
	• teachers and trainers
	• television viewers of any age or cultural background
	• users of internet news services.

Format may include:	• copy • headlines • level of language used to present information

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RANGE STATEMENT	

	• mix of content in terms of:
	  • story angles
	  • emotional appeal of content
	  • objective or subjective presentation of information
	  • opinions aired by presenters, guests and interviewees
	  • music
	  • talk
	  • personalities
	• narration
	• packaging of information, i.e. in manageable 'chunks'
	• tone of presentation
	• voice reports.

Techniques for ***summarising information*** may include:	• assessing what is essential and what to leave out • clarifying differences between facts, comment and opinion • presenting arguments fairly and clearly • telling story coherently.
Production requirements may include:	• attributions • audience • budget • confidentiality • content • contractual • copyright • cultural protocols • deadlines • direct quotes • duration • ethical standards • intellectual property • interviews • location • organisational policy • privacy issues • purpose • schedule

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RANGE STATEMENT	
	• style.
Laws and regulations may include:	• broadcasting codes of practice • contempt of court • copyright • defamation • obscenity • privacy legislation • racial vilification.
Elements of language may include:	• avoidance of clichÃ©s or jargon • characterisation • conversational tone • grammar • plain English • punctuation • readable style • spacing • spelling • wide and appropriate vocabulary.

Conventions of writing broadcast and online copy may include those for:	• auditory and visual media, e.g.:
	  • conversational style
	  • use first and second person
	  • contracted verb forms, e.g. didn't, you've
	  • active voice
	  • repetition and summary of key message
	  • active visual writing
	  • short sentences
	  • avoid duplication between intro cue and script
	• online media, e.g.:
	  • link appropriate typefaces, colour and graphics to online story
	  • write for different formats and positions on website
	  • use heads and subheads
	  • use captions for online stories
	• visual media, e.g.:
	  • use script to complement vision and aid storytelling
	  • avoid repeating in words what viewers see

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RANGE STATEMENT	
	• pace, including silence to allow pictures to tell the story.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - writing

Co-requisite units

Co-requisite units		

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CULMS410A Provide research assistance

Modification History

Not applicable.

Unit Descriptor

This unit refers to providing assistance in collecting, analysing and presenting research data and findings.

This unit refers to providing assistance in collecting, analysing and presenting research data and findings

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 Confirm aims and desired outcomes of research	1.1 Details of research purpose, aims and desired outcomes are clarified and confirmed with relevant personnel

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		1.2 Details of scope of research assistance, method, procedures, timeframes and available resources are clarified and confirmed
		1.3 Details of roles and responsibilities in reaching expected outcomes of the research assistance are identified and confirmed
2	Collect and analyse information	2.1 Information is sought from appropriate sources in accordance with agreed procedures for research assistance
		2.2 Information obtained is appropriate, comprehensive and meets its intended purpose
		2.3 Records of the investigations are kept and maintained in accordance with agreed procedures
3	Present findings	3.1 Summaries of the required research information are provided when appropriate
		3.2 Research findings are presented to relevant people in appropriate language, style and format
		3.3 Supporting information, explanations and arguments are provided as appropriate
		3.4 Documentation is prepared according to agreed format and institution's procedures and practices
		3.5 Reports and other records are filed according to institution's procedures
		3.6 Issues arising from the research which require further action or research are identified and notified to appropriate personnel

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of evidence:

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

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competence in using computers for data entry and retrieval and producing documents

Concurrent assessment of units:

It is recommended that this unit is assessed in conjunction with the unit titled:

Use information technology

Underpinning knowledge and skills:

Skills and knowledge are required in:

research protocols and procedures

subject matter relating to topic under research

analysing and presenting information

the institution's preferred format and style for documenting research findings

listening, questioning and clarification

reading, understanding and interpreting written documents associated with the tasks

speaking in a friendly and culturally appropriate manner

writing notes, business letters, research reports

using computers for word processing and data entry and retrieval

working collaboratively in a team

time management

Resource implications:

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

relevant policies and procedures manuals

organisation's mission statement

other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment:

Evidence of competence may be obtained through a variety of methods including:

oral or written questions

practical demonstration

third party report addressing performance criteria

portfolio

case study project

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.

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Assessment should occur either on the job, off the job or in a combination of on and off the job.

Critical aspects of evidence:

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

competence in using computers for data entry and retrieval and producing documents

Concurrent assessment of units:

It is recommended that this unit is assessed in conjunction with the unit titled:

Use information technology

Underpinning knowledge and skills:

Skills and knowledge are required in:

research protocols and procedures

subject matter relating to topic under research

analysing and presenting information

the institution's preferred format and style for documenting research findings

listening, questioning and clarification

reading, understanding and interpreting written documents associated with the tasks

speaking in a friendly and culturally appropriate manner

writing notes, business letters, research reports

using computers for word processing and data entry and retrieval

working collaboratively in a team

time management

Resource implications:

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

relevant policies and procedures manuals

organisation's mission statement

other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment:

Evidence of competence may be obtained through a variety of methods including:

oral or written questions

practical demonstration

third party report addressing performance criteria

portfolio

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case study project

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.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

Range Statement

A person demonstrating this unit of competency will operate within the institution's:

goals, objectives, plans, systems and processes

ethical standards

access and equity principles and practices

cultural diversity principles

communication channels

compliance with legislation, codes and workplace standards

Research assistance may be required for investigation into:

the institution's collection

objects for acquisition or disposal

issues relating to public programs

fields of study associated with the institution

scientific or technical processes such as conservation

Research assistance will generally be provided to other staff in the institution when the purpose and objectives of the research are determined and directed by others.

A person demonstrating this unit of competency will operate within the institution's:

goals, objectives, plans, systems and processes

ethical standards

access and equity principles and practices

cultural diversity principles

communication channels

compliance with legislation, codes and workplace standards

Research assistance may be required for investigation into:

the institution's collection

objects for acquisition or disposal

issues relating to public programs

fields of study associated with the institution

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scientific or technical processes such as conservation

Research assistance will generally be provided to other staff in the institution when the purpose and objectives of the research are determined and directed by others.

Unit Sector(s)

Not applicable.

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FDFOP2016A Work in a food handling area for non-food handlers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to conduct work in a food handling area where the work does not involve direct food contact.

Application of the Unit

Application of the unit	Typical applications for this unit include stores/warehousing, cleaning and maintenance workers. This unit is not appropriate for a person who has direct contact with food and/or raw materials or ingredients. Where this is a requirement, refer to relevant core food safety units. This unit is based on and equivalent to the guideline food safety unit GFSWFHAA Carry out work in a food handling area.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Maintain food safety while working in a food handling area	1.1. Food safety requirements related to work tasks are identified and followed 1.2. Work responsibilities are carried out so that the safety of food is maintained 1.3. Procedures or practices which are not consistent with workplace food safety program are identified and reported
2. Maintain food handling area in clean and orderly state	2.1. Equipment and the food handling area meet the cleaning and sanitation requirements of workplace food safety program 2.2. Work is conducted in accordance with workplace environmental guidelines 2.3. Waste is collected and disposed of according to workplace procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access and apply workplace information on food safety policies and procedures relating to own work
- fit and use appropriate personal protective clothing and equipment as required by work tasks to meet food business requirements
- maintain personal conduct consistent with workplace requirements
- check own work area to identify food safety hazards
- carry out work responsibilities to ensure that food safety is not compromised
- take necessary precautions when moving between or around the workplace and/or from one task to another to minimise the risk of contamination
- recognise and report situations or procedures that could compromise food safety according to workplace procedure, including following procedures in own work and related work area to report to the appropriate personnel, in required detail and in a timely manner
- take corrective or preventative action within level of responsibility
- report health conditions and illness as required by workplace food safety procedures
- sort and dispose of waste as required by work responsibility according to workplace procedure
- maintain housekeeping standards in work area
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- food safety requirements related to own work as determined by the workplace
- sources of advice on food safety issues and responsibilities in the workplace
- personal hygiene practices and clothing and footwear requirements associated with working in and moving in and between food handling areas and moving between food handling and non food-handling areas
- suitable standard for materials and equipment used in the food handling area, including materials that are unsuitable for use, such as breakable or dirty equipment/materials
- methods and procedures to be followed when carrying out work responsibilities in a food handling area to ensure that food safety is not compromised (this will depend on the nature of work responsibilities and food safety requirements as

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REQUIRED SKILLS AND KNOWLEDGE
specified by the workplace) • the types of contamination that can occur as a result of work activities, and procedures used to prevent these types of contamination from occurring • cleaning and sanitation requirements and responsibilities, including cleaning methods appropriate to a food handling environment and those used in the specific food handling area • waste collection, recycling and handling procedures • housekeeping standards to be maintained in the work area

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 be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify food handling procedures and food safety issues for work • apply food safety procedures when handling food products • identify and act on non-conformances • ensure cleaning standards are met • follow environmental and waste management procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • food safety policies and procedures relevant to work function • work procedures, including procedures for entering and exiting food handling areas • work process and related services/resources • work area and related equipment to undertake work function

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EVIDENCE GUIDE	
	• waste collection, treatment, recycling and/or disposal methods • monitoring and reporting system.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment 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. 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.	
Policies and procedures	Work is carried out in accordance with company policies and procedures, regulatory and licensing requirements, legislative requirements, site licences and industrial awards and agreements
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • advice on food safety requirements related to work function • standard forms • written or verbal instructions
Food handling area	Food handling area can refer to any work area where receiving, handling and inspecting, preparing, processing, packaging, storing and/or despatching occur
Examples of contamination that	Examples of contamination that can result from

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RANGE STATEMENT	
can result from work activities	work activities include: • chemical contamination which could be caused by lubricants, resins and cleaning and sanitation chemicals • physical contamination which could be caused by metal, glass, plastic and cloths
Personal hygiene, clothing and footwear and requirements	Personal hygiene, clothing and footwear and requirements to report health conditions or illness must meet workplace requirements and procedures. At a minimum such procedures must ensure that any person in a food premises does not contaminate food, does not have unnecessary contact with ready-to-eat food and does not spit, smoke or use tobacco or similar in a food handling area. Refer to Food Safety Standard 3.2.2, Clause 17:3 and relevant state and territory regulations/legislation

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FNSACC301 Process financial transactions and extract interim reports

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to prepare and process routine financial documents, prepare journal entries, post journals to ledgers, prepare banking and reconcile financial receipts, and extract a trial balance and interim reports.

It applies to individuals who use specialised knowledge and follow agreed processes to carefully check and process detailed financial information to ensure standards are maintained.

Work functions in the occupational areas where this unit may be used are subject to regulatory requirements. Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

Unit Sector

Accounting

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. Check and verify supporting documentation	1.1 Identify, check and record information from documents 1.2 Examine supporting documentation to establish accuracy and completeness and to ensure authorisation by appropriate personnel
2. Prepare and process banking and petty cash	2.1 Enter accurately and balance deposits and withdrawals according to organisational procedures

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ELEMENT	PERFORMANCE CRITERIA
documents	2.2 Check cheques and card vouchers for validity before processing 2.3 Reconcile banking documentation with organisation's financial records 2.4 Check, process and record petty cash claims and vouchers, and balance petty cash book according to organisational procedures
3. Prepare and process invoices for payment to creditors and for debtors	3.1 Prepare invoices in accordance with organisational procedures 3.2 Check invoices against source documents for accuracy and correct any errors 3.3 File all invoices and related documents for auditing purposes
4. Prepare and post journals and batch monetary items	4.1 Prepare journals accurately and completely, and batch items within organisational timelines 4.2 Match batch items precisely to initial receipt records 4.3 Ensure journals are authorised by appropriate person and process in accordance with organisational policy and procedures
5. Post journals to ledger	5.1 Post journals accurately to ledger in accordance with organisational input standards, with transactions correctly allocated to system and accounts
6. Enter data into system	6.1 Enter data accurately into system in accordance with organisational input standards and correctly allocate transactions to system and accounts 6.2 Update related systems to maintain integrity of relationships between financial systems
7. Prepare deposit facility and lodge flows	7.1 Select deposit facility appropriate to banking method to be used 7.2 Balance batch with deposit facility without error 7.3 Take security and safety precautions appropriate to method of banking, in accordance with organisational policy and industry and legislative requirements 7.4 Obtain and file proof of lodgement so that it is easily accessible and traceable
8. Extract trial balance and interim reports	8.1 Process accurately any special transactions 8.2 Complete cash and credit journals and post to general ledger 8.3 Extract and check trial balance and prepare other required reports

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ELEMENT	PERFORMANCE CRITERIA
	8.4 Find and correct any errors

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 2.4, 3.2, 4.2, 8.4	• Analyses, matches and interprets information, paying attention to detail to identify errors
Writing	1.1, 2.1, 2.4, 5.1, 8.2, 8.3	• Records information accurately using correct spelling, grammar and terminology
Oral Communication	4.3	• Uses questioning and active listening to convey and clarify information and instructions
Numeracy	1.1, 2.1-2.4, 3.1, 3.2, 4.1, 7.2, 8.1, 8.2	• Performs mathematical calculations to check accuracy and completeness and reconcile numerical and financial data
Navigate the world of work	2.1, 2.4, 3.1, 4.3, 5.1, 7.3	• Follows legislative requirements, and organisational protocols, policy and procedures relevant to own role
Interact with others	1.2, 4.3	• Uses correct communication practices and protocols to gain processing authorisations from relevant personnel
Get the work done	1.1, 2.1-2.4, 3.1-3.3, 4.1-4.3, 5.1, 6.1, 6.2, 7.1-7.4, 8.1-8.4	• Plans, organises and implements tasks according to organisational and legislative requirements • Responds to predictable routine problems by implementing standard or logical solutions • Uses the main features and functions of digital tools to complete work tasks and to access information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FNSACC301 Process	FNSACC301A Process	Updated to meet	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
financial transactions and extract interim reports	financial transactions and extract interim reports	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSACC301 Process financial transactions and extract interim reports

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- accurately enter and balance deposits and withdrawals
- process and balance petty cash transactions
- check and verify supporting documentation
- apply relevant security measures for preparing and banking receipts
- batch monetary items and prepare deposit facilities
- accurately enter data into accounting systems and process journal entries according to organisational policy and procedures and legislative requirements
- prepare and authorise journals and check journal processing reports
- extract, check and correct a trial balance
- file documentation to meet all organisational and regulatory requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify a range of accounting conventions, processes and procedures
- describe banking procedures and guidelines
- outline typical errors that can be made in processing financial transactions
- describe forms of ‘proof of lodgement’
- describe types of ‘special transactions’
- identify and describe the key features of:
  - industry codes of practice
  - legislative and regulatory requirements relevant to the work
  - organisational policy and procedures

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- explain the security procedures for handling cheques, vouchers and cash
- describe the key features of a range of reports.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the accounting field of work and include access to:

- common office equipment, technology, software and consumables.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FSKDIG03 Use digital technology for routine workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use digital technology to undertake routine workplace tasks.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 3 who need to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

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

Unit Sector

Digital Technology

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. Prepare to use digital technology	1.1 Identify routine workplace tasks 1.2 Identify appropriate digital technology for the task 1.3 Interpret routine workplace information and terminology
2. Complete routine	2.1 Interpret routine information from a range of sources to access

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Element	Performance Criteria
workplace task	and use digital technology 2.2 Follow workplace procedures to perform a task using technology 2.3 Review performance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Takes responsibility for organising digital technology for the task
Oral Communication		• Discusses tasks with supervisor, manager or mentor

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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Assessment Requirements for FSKDIG03 Use digital technology for routine workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and use digital technology appropriate to the task
- complete routine workplace tasks.

Evidence must be collected using tasks typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- procedures for accessing and using digital technology.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

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Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of digital technology.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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HLTAAP001 Recognise healthy body systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body.

This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Work with information about the human body	1.1 Correctly use and interpret health terminology that describes the normal structure, function and location of the major body systems 1.2 Correctly use and interpret information that relates to the interrelationships between major components of each body system and other structures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Recognise and promote ways to support healthy functioning of the body	2.1 Review factors that contribute to maintenance of a healthy body 2.2 Evaluate how the relationships between different body systems affect and support healthy functioning 2.3 Enhance quality of work activities by using and sharing information about healthy functioning of the body

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

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

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Assessment Requirements for HLTAAP001 Recognise healthy body systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

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 information about the human body and its healthy functioning in at least 3 different situations

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:

- basic structure and functions of the body systems and associated components, including:
  - cells, tissues and organs
  - cardiovascular system
  - respiratory system
  - musculo-skeletal system
  - endocrine system
  - digestive system
  - urinary system
  - reproductive system
  - integumentary system
  - lymphatic system
  - nervous system, including sensory systems – eye and ear
  - the special senses – smell, taste, vision, equilibrium and hearing

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  - immune system
- processes, conditions and resources required by the body to support healthy functioning
  - body regulation including:
    - maintenance of body temperature
    - fluid and electrolyte (including PH) balance
    - elimination of wastes from the body
    - maintenance of blood pressure
  - protection from infection
  - physical activity – active and passive

Assessment Conditions

Skills must have been 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 client health information
- modelling of industry operating conditions, including integration of problem solving activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAAP002 Confirm physical health status

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to obtain and interpret information about client health status and to check a client's physical health. It requires a detailed knowledge of anatomy and physiology.

This unit applies to individuals working directly with clients and who assist in the provision of health care services. Some disciplines may be subject to state/territory regulatory determination regarding delegation and supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Obtain information about physical health status	1.1 Obtain accurate information about physical health status through observation, questioning or review of documentation 1.2 Interpret information based on understanding of the structure and functioning of body systems 1.3 Use information to identify any actual or potential

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	problems regarding health status
	1.4 Take into account factors that may have impacted on an identified physical condition
2. Check physical health status	2.1 Make checks of client health status prior to delivery of health intervention using knowledge of body systems
	2.2 Clarify significance of physical health status in relation to a particular intervention in line with job role and organisation requirements
	2.3 Clarify implications and significance of physical health status with appropriate people in the case of uncertainty or limits on own capability or authority
3. Identify variations from normal physical health status	3.1 Identify variations from normal health status using standard methods and protocols
	3.2 Identify potential factors responsible for significant variations from normal health status
	3.3 Identify potential risk factors associated with variations from normal health status
	3.4 Recognise and refer potentially serious issues in line with organisation requirements

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.

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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

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Assessment Requirements for HLTAAP002 Confirm physical health status

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency

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:

- obtained, correctly interpreted and used anatomical and physiological client information to check the physical health status of at least 3 different people presenting with different conditions

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:

- role responsibilities and limitations for different members of the care team in relation to checking client health status
- concepts underpinning human anatomy and physiology, including:
  - levels of structural organisation of body systems
  - human life processes
  - homeostasis and the relationship between homeostatic imbalance and disease
- structure and function of human body systems and their interactions:
  - cells, tissues and organs
  - cardiovascular system
  - respiratory system
  - musculo-skeletal system
  - endocrine system

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  - digestive system
  - urinary system
  - reproductive system
  - integumentary system
  - lymphatic system
  - nervous system, including sensory systems – eye and ear
  - the special senses – smell, taste, vision, equilibrium and hearing
  - immune system
- anatomical and medical terminology:
  - when referring to the human body
  - when taking measurements in different body systems
- common disorders, problems and complaints and their signs and symptoms, associated with each body system and its components relevant to the area of work
- basic pharmacology in relation to cautions and contraindications for relevant health procedures
- causes of disease – physical, mental and emotional, and key features of each cause:
  - pathogens
  - inherited genetic conditions
  - trauma, toxins and other environmental hazards
  - nutritional factors
  - impacts caused by health interventions (iatrogenic)
  - degenerative changes in vital organ systems
  - the loss of normal control mechanisms such as the uncontrolled growth of cancer cells
- major types of cellular adaptation
- processes of metabolism, nutrition, body temperature regulation, biological maturation, inheritance and ageing
- Oral health disease of the mouth and teeth including edentulous (no-natural teeth) and dentate (having natural teeth)
- variations from normal functioning and appropriate responses in terms of:
  - referral to an appropriate medical, dental, nursing or allied health professional
  - provision of appropriate health/dental care services

Assessment Conditions

Skills must have been 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 client health information
- modelling of industry operating conditions, including:
  - analysis of health information of real people
  - integration of problem solving activities

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAAP003 Analyse and respond to client health information

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Removed prerequisite. Significant change to knowledge evidence.

Application

This unit of competency describes the skills and knowledge required to analyse client health information and then to plan appropriate health services within scope of own role. It requires an in-depth knowledge of anatomy and physiology.

This unit applies to individuals who plan and provide services with some level of autonomy. Some disciplines will require a state/territory regulatory determination regarding delegation and supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Assess client health status	1.1 Analyse client health information in relation to planning services and in line with organisation requirements 1.2 Recognise normal readings on the findings of available tests, observations and physical assessments that assist in determining health status

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.3 Identify pathophysiologies, or changing pathologies, through observation, physical assessment and analysis of other available information
	1.4 Identify the likely impact of specific interventions
2. Plan action to address identified health status	2.1 Apply detailed understanding of anatomy, physiology and pathophysiology of disease to a problem solving approach to service planning.
	2.2 Consider and note implications of any contra-indications in relation to health assessment findings.
	2.3 Document action plan in accordance with organisation policies and procedures.

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

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

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Assessment Requirements for HLTAAP003 Analyse and respond to client health information

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Removed prerequisite. Significant change to knowledge evidence.

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:

- analysed the health information and planned services for least 6 different clients presenting with different conditions
- assessed client health status based on:
  - observations
  - physical assessments
  - interpretation of client tests

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:

- role responsibilities and limitations for different members of the care team in relation to analysing health information and providing services
- concepts underpinning human anatomy and physiology, including:
  - levels of structural organisation of body systems
  - human life processes
  - homeostasis and the relationship between homeostatic imbalance and disease
- variations and abnormal findings of the structure and function of human body systems and their interactions:

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    - cells, tissues and organs
    - cardiovascular system
    - respiratory system
    - musculo-skeletal system
    - endocrine system
    - digestive system
    - urinary system
    - reproductive system
    - integumentary system
    - lymphatic system
    - nervous system, including sensory systems – eye and ear
    - the special senses – smell, taste, vision, equilibrium and hearing
    - immune system
- anatomical and medical terminology:
    - when referring to the human body
    - when taking measurements in different body systems
- common disorders, problems and complaints associated with each body system and its components relevant to the services being provided
- analysis of abnormal findings from diagnostic procedures and physical assessment
- pathophysiology of diseases associated with each body system and the impact of disease on each body system and their related structures, especially in relation to potential impact of specific health procedures provided
- recognition of the signs and symptoms of common clinical conditions and the (provisional) diagnosis of same
- pharmacological processes and drug actions, indications and contraindications
- effects of biological maturation and ageing processes on body systems and their components and in relation to specific health procedures provided
- the impact of:
    - common environmental emergencies (diving, altitude, temperature)
    - overdose and poisoning
    - surgical insult
    - trauma (penetrating, blunt)
- basic chemistry (molecules and compounds; chemical reaction, energy; acids and bases) and as related to metabolism, respiration, pH (respiratory and renal acidosis/alkalosis)
- structure and function of cells, including:
    - basic understanding of cellular respiration/carbohydrate metabolism
    - cell/tissue requirements for survival
    - major types of cellular adaptation
- transport systems:
    - active (primary) and passive (diffusion – simple, facilitated)
    - forces (hydrostatic and osmotic)

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- osmosis

Assessment Conditions

Skills must have been 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 client health information
- modelling of industry operating conditions, including:
  - analysis of health information of real people
  - integration of problem solving activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTADM001 Administer and coordinate Telehealth services

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This new unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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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

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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

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.

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

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Assessment Requirements for HLTADM001 Administer and coordinate Telehealth services

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This new unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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

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  - 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTADM002 Manage Telehealth technology

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor changes to formatting to improve readability. Equivalent outcome.
Release 1	This new unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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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

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	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

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTADM002 Manage Telehealth technology

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor changes to formatting to improve readability. Equivalent outcome.
Release 1	This new unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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

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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 organisationto 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:

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTADM003 Facilitate a coordinated approach to client care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to provide instructions and information to clients, pro-actively follow up clients and liaise with other service providers to support a coordinated care approach.

This unit applies to individuals who assist and work under the delegation of health professionals.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Provide instruction and information to clients	1.1 Adhere to scope of own role in providing medical information according to regulatory requirements 1.2 Read information and check its currency and accuracy prior to provision of information to clients 1.3 Instruct and inform clients as per health professional request, ensuring consistency of message

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Follow up clients	2.1 Recall clients as per practice protocols and health professional instructions 2.2 Interpret and manage the medical practice reminder system according to procedures 2.3 Monitor ‘did not attend’ clients and follow up appropriately 2.4 Identify critical client appointments and follow up according to protocols if clients fails to attend 2.5 Accurately record communication with, and in regard to, clients
3. Exchange information among providers	3.1 Ensure information exchange, including methods, adheres to legislative requirements and industry standards 3.2 Facilitate participation in programs designed to support information exchange 3.3 Pro-actively identify and follow up missing information
4. Facilitate multi-disciplinary approach to client care	4.1 Gather information about local service providers and health care programs and maintain its currency 4.2 Make service provider and health care program information readily available to colleagues 4.3 Liaise with other service providers and organise required care as per health professional request 4.4 Coordinate case discussions amongst providers, when required 4.5 Complete required paperwork or documentation for referral as per health professional request 4.6 Provide complete and correct information to clients

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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

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

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Assessment Requirements for HLTADM003 Facilitate a coordinated approach to client care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

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 at least 3 different clients for whom follow up is required in the case of appointment non-attendance
- provided accurate information or instruction to at least 3 clients with different medical needs.

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:

- legal and ethical considerations for information exchange and provision (national, state/territory, local):
  - duty of care
  - informed consent
  - records management
  - privacy, confidentiality and disclosure
  - industry standards
  - work role boundaries – responsibilities and limitations, including limitations around types of information to be provided by non-professionals
- types of information provision that may be delegated by health professionals:

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  - provision of educational material – preventative, promotional, self-management
  - instructions for use of medical equipment or supplies
  - information about procedures
  - preparation procedures for diagnostic testing
  - where to go for certain tests or treatment
  - key requirements of systems and procedures for effective management of reminder systems
- scope and availability of other health services and programs, including:
  - eligibility
  - access and referral requirements
  - costs and funding mechanisms
    - home and community care (HACC)
    - Medical Benefits Schedule (MBS)
    - Pharmaceutical Benefits Scheme (PBS)
    - typical private health insurance provisions
    - Department of Veterans Affairs, (DVA)
    - WorkCover
  - key features of how they operate
- methods to ensure currency of information
- ways in which information is exchanged and services are organised between different health providers:
  - key information
  - documentation requirements

Assessment Conditions

Skills must have been 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 resources including:
  - online or hard copy provider directories
  - client information materials
  - client record keeping systems
- modelling of industry operating conditions, including:
  - interaction with clients
  - integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

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HLTADM004 Manage health billing and accounting system

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to implement and monitor a billing and accounting system in a health practice, with consideration of client accessibility, practice viability and regulatory and legislative requirements.

This unit applies to health practice administrators working in a coordination or management role.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Implement and monitor billing system	1.1 Integrate regulatory and legislative requirements into billing systems 1.2 Evaluate payment options and equipment requirements to optimise ease of payment and client accessibility 1.3 Identify possible payment barriers that may prevent client access to practice services and develop billing

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	strategies to best address barriers
	1.4 Identify payment requirements to meet the viability and cash flow needs of the practice
	1.5 Identify and respond to the accountability and reporting requirements for supported and special payment schemes
	1.6 Evaluate, select and implement systems and procedures that will support the billing and payment system
2. Develop and implement client debt recovery strategy	2.1 Determine debt tolerance of the practice based on evaluation of business information
	2.2 Evaluate strategies to reduce likelihood of client debt load given client population
	2.3 Select and develop ethical debt recovery strategies
	2.4 Monitor debt and adjust debt recovery policy and practices accordingly
3. Manage information and data required to maintain subsidy payments	3.1 Interpret and evaluate the information and data requirements to maintain subsidy payments
	3.2 Develop systems to collect data with minimal interruption to practice functions
	3.3 Manage information and data requirements to meet quality and timeframe requirements
	3.4 Develop necessary reports and data in the prescribed manner

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential *to performance.*

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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

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Assessment Requirements for HLTADM004 Manage health billing and accounting system

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

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 a billing and accounting system that meets regulatory requirements for a least 1 health 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:

- legal and ethical considerations for health practice billing, including:
  - codes of practice
  - policy frameworks
  - privacy, confidentiality and disclosure
  - records management, including:
    - reporting (for supported and special payment schemes)
    - information and data requirements for subsidy payments
- types of billing options available to health practices and the requirements to implement these:
  - bulk billing
  - direct debit of health insurance components
  - cash payment

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    - credit card payment
- features of products, systems and initiatives that support health billing systems:
    - software
    - staff training and support
    - systems support
- client payment issues and considerations for health practices:
    - barriers to prompt or complete payment
    - barriers that may prevent access to health services
    - strategies to reduce likelihood of client debt load
    - payment options for clients and suppliers
- debt recovery systems and practices
- cash flow needs of the practice and associated payment requirements to ensure viability of the practice

Assessment Conditions

Skills must have been 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 billing system
    - client records
- regulatory requirements
- modelling of industry operating conditions

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTADM005 Produce coded clinical data

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to extract the correct clinical data from simple medical records. A simple medical record is defined as a medical record generated by an episode of care involving day stay, day surgery, planned surgery or simple medical problems with an average length of stay.

This unit applies to clinical coders.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify and evaluate clinical data from simple medical records	1.1 Identify the principal diagnosis and principal procedure for an admission when coding from a simple medical record 1.2 Identify additional diagnosis and procedures when coding from a simple medical record with specialties 1.3 Refer any issues concerning clarity and accuracy of the clinical data to the appropriate person

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.4 Evaluate the relevance of other health conditions and factors affecting the patient to establish the principal diagnosis
	1.5. Establish the appropriate level of detail of clinical data to meet standards
	1.6 Record, enter, edit and maintain a client information system of coded data (disease index)
	1.7 Identify the correct clinical data within appropriate timeframes
2. Assign codes to clinical data	2.1 Assign complete and accurate *International statistical classification of diseases and related health problems* (ICD-10-AM), disease and procedures codes abstracted from simple medical records
	2.2 Apply *Australian coding standards* (ACS) where appropriate, to ensure the correct assignment of codes when coding simple medical records for specialities
	2.3 Establish and record the correct sequence and order of codes related to a single episode in accordance with standards
	2.4 Record data clearly, accurately and completely
	2.5 Enter the coded data accurately into the client system appropriate
	2.6 Complete the process of assigning the correct codes from clinical data within appropriate timeframes
	2.7 Maintain confidentiality of medical records and client information at all times

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential *to performance.*

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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

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Assessment Requirements for HLTADM005 Produce coded clinical data

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

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 current coding manuals and standards to produce accurate and complete coded clinical data from simple medical records for at least 10 different types of patients , including those with:
  - differing length of stay
  - both acute and chronic forms of a disease or condition
  - different service category types
  - with disease or condition in different contexts (co-existing with multiple comorbidities and complications)

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:

- the broad health industry context for clinical coding
- coding factors influencing health status
- definition of a clinical coder and clinical coding, and the purpose of coded data
- current codes of practice and guidelines in relation to clinical coding, including professional ethics
- Australian and relevant state/territory clinical coding standards and protocols
- the way rules and conventions are applied to clinical data to achieve correct clinical codes

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- sequencing protocols for clinical coding, including those for principle and additional diagnoses
- timescales within which clinical coding must take place
- classifications and nomenclature used to achieve accurate clinical coding
- clinical data indexing, storage and mapping from clinical terms of classifications
- comprehensive knowledge of medical terminology and body systems
- coding classifications relating to:
  - congenital malformations and deformations
  - endocrine, nutrition and metabolic diseases
  - injuries and external causes of injuries
  - neoplasms
  - infectious diseases
  - blood disorders
  - poisoning and external causes of poisoning
  - symptoms, signs and abnormal clinical findings
- coding classifications for diseases of:
  - circulatory system
  - digestive and hepatobiliary system
  - ear and mastoid process
  - eye and adnexa
  - nose and mouth
  - genitourinary system
  - musculoskeletal system
  - nervous system
  - respiratory system
  - skin and subcutaneous tissue
- coding conditions:
  - relating to drugs, alcohol and mental health
  - in pregnancy, childbirth and the puerperium
  - originating in the perinatal period

Assessment Conditions

Skills must have been 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:
  - real medical records, either electronic or paper based
  - ICD-10-AM, *Australian classification of health interventions* (ACHI) and ACS coding manuals
- modelling of industry operating conditions, including:
  - presence of time constraints for coding activities

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- integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTADM006 Undertake complex clinical coding

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Removed prerequisite.

Application

This unit describes the skills and knowledge required to undertake coding of moderately complex discharge summaries, medical reports and medical records, including the selection of the primary diagnosis and sequencing of other diagnoses for coding.

This unit applies to clinical coders.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Abstract clinical data from moderately complex medical records	1.1 Interpret and apply the *Australian coding standards* (ACS) to identify clinical data from moderately complex medical records
	1.2 Select appropriate conditions/diseases and procedures for coding from moderately complex medical records
	1.3 Identify the principal diagnosis and principal procedure for an admission when coding from moderately complex medical records

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Identify additional diagnoses and procedures
	1.5 Establish the correct sequencing of diagnoses and procedures
2. Assign codes relating to moderately complex medical records	2.1 Apply ACS where appropriate, to ensure the correct assignment of codes when coding from moderately complex medical records for a range of specialties
	2.2 Assign complete and accurate *International statistical classification of diseases and related health problems* (ICD-10-AM), disease codes and Australian Classification of Health Interventions (ACHI) procedure codes
	2.3 Utilise resources where appropriate to assist in making coding decisions
	2.4 Recognise problems relating to privacy and confidentiality of client information
	2.5 Maintain confidentiality of medical records and client information at all times
	2.6 Complete the process of assigning the correct codes from moderately complex medical records within appropriate timeframes
	2.7 Meet work health and safety duty of care requirements
3. Maintain clinical coding records	3.1 Record, enter, edit and maintain a client information system of coded data (disease index)
	3.2 Address changes to data collection and coding requirements, according to relevant standards, protocols and legislation
	3.3 Make amendments to data collection and coding activities in line with organisation requirements
	3.4 Maintain and update own knowledge and skills to ensure that amendments are addressed as required

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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

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

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Assessment Requirements for HLTADM006 Undertake complex clinical coding

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Removed prerequisite.

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 current coding manuals and standards to produce accurate and complete coded clinical data from moderately complex medical records across all specialities including:
  - discharge summaries
  - medical reports
  - medical records
- produced accurate and complete coded clinical data for at least 20 different types patients, including those with:
  - differing length of stay
  - both acute and chronic forms of a disease or condition
  - different service category types
  - with disease or condition in different contexts (co-existing with multiple comorbidities and complications)

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:

- the broad health industry context for clinical coding
- coding factors influencing health status

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- definition of a clinical coder and clinical coding, and the purpose of coded data
- current codes of practice and guidelines in relation to clinical coding, including professional ethics
- Australian and relevant state/territory clinical coding standards and protocols
- the way rules and conventions are applied to clinical data to achieve correct clinical codes
- sequencing protocols for clinical coding, including those for principle and additional diagnoses
- timescales within which clinical coding must take place
- classifications and nomenclature used to achieve accurate clinical coding
- clinical data indexing, storage and mapping from clinical terms of classifications
- comprehensive knowledge of medical terminology and body systems
- coding classifications relating to:
  - congenital malformations and deformations
  - endocrine, nutrition and metabolic diseases
  - injuries and external causes of injuries
  - neoplasms
  - infectious diseases
  - blood disorders
  - poisoning and external causes of poisoning
  - symptoms, signs and abnormal clinical findings
- coding classifications for diseases of:
  - circulatory system
  - digestive and hepatobiliary system
  - ear and mastoid process
  - eye and adnexa
  - nose and mouth
  - genitourinary system
  - musculoskeletal system
  - nervous system
  - respiratory system
  - skin and subcutaneous tissue
- coding conditions:
  - relating to drugs, alcohol and mental health
  - in pregnancy, childbirth and the puerperium
  - originating in the perinatal period

Assessment Conditions

Skills must have been 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:

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  - real medical records either electronic or paper based
  - medical records from all clinical specialities
  - ICD-10-AM, *Australian classification of health interventions* (ACHI) and ACS coding manuals
- modelling of industry operating conditions, including:
  - presence of time constraints for coding activities
  - integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTADM007 Complete highly complex clinical coding

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Removed prerequisite.

Application

This unit describes the skills and knowledge required to complete coding of highly complex medical records with an advanced understanding of coding conventions, standards and practices in an extensive casemix.

This unit applies to clinical coders who take responsibility for their own outputs, as well as mentoring other clinical coders as required.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Abstract clinical data from highly complex medical records	1.1 Abstract appropriate conditions/diseases and procedures from highly complex medical records from a range of specialties 1.2 Interpret and apply the *Australian coding standards* (ACS) to ensure correct assignment of codes from a varied and highly complex casemix 1.3 Identify the principal diagnosis and principal procedure for an admission when coding a varied and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	highly complex casemix
	1.4 Identify additional diagnoses and procedures when coding a varied and highly complex casemix
2. Assign codes relating to highly complex medical records	2.1 Perform clinical coding on a broad casemix, utilising knowledge of medical science and applying *International statistical classification of diseases and related health problems* (ICD-10-AM), *Australian classification of health interventions* (ACHI) and ACS new edition changes
	2.2 Apply ACS where appropriate, to ensure the correct assignment of codes when coding from highly complex medical records for a range of specialties
	2.3 Assign complete and accurate ICD-10-AM disease and ACHI procedure codes abstracted from a varied and highly complex casemix
	2.4 Utilise appropriate resources to make informed coding decisions relating to highly complex medical records
	2.5 Ensure coding reflects the correct sequencing of diagnoses and procedures
	2.6 Identify coding issues and determine appropriate solutions
	2.7 Complete the process of assigning the correct codes from highly complex medical records within appropriate timeframes
	2.8 Maintain confidentiality of medical records and client information at all times
	2.9 Meet occupational health and safety duty of care requirements
3. Provide clinical coding expertise in the workplace	3.1 Add value to discussions regarding clinical coding within the coding unit
	3.2 Provide mentoring support for entry level clinical coders

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.3 Supervise an entry level clinical coder and select appropriate medical records for them
	3.4 Follow up with clinicians regarding ambiguities in documentation, where required
	3.5 Conduct research using appropriate materials/ resources and or clinical input to generate solutions to address clinical coding issues
4. Maintain currency of data collection and coding	4.1 Record, enter, edit and maintain a client information system of coded data (disease index)
	4.2 Secure and interpret changes to data collection and coding requirements, according to relevant standards, protocols and legislation
	4.3 Identify necessary amendments to data collection and coding activities
	4.4 Provide necessary information and training to ensure that amendments are implemented with maximum ease
	4.5 Ensure computer software is updated to meet any adjustment needs
	4.6 Monitor the implementation of amendments

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.

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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

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Assessment Requirements for HLTADM007 Complete highly complex clinical coding

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Removed prerequisite.

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 current coding manuals and standards to produce accurate and complete coded clinical data from a varied and highly complex casemix for at least 10 patients:
  - identified coding issues and conducted research using appropriate materials/resources and or clinical input to generate solutions
  - identified sequencing requirements
  - identified, interpreted and applied necessary amendments to data collection and coding activities
  - used appropriate resources to assist with highly complex clinical coding requirements
  - used manual or an interfaced computerised coding system to submit data or disease index

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:

- the broad health industry context for clinical coding
- coding factors influencing health status
- definition of a clinical coder and clinical coding, and the purpose of coded data
- current codes of practice and guidelines in relation to clinical coding, including professional ethics
- Australian and relevant state/territory clinical coding standards and protocols

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- the way rules and conventions are applied to clinical data to achieve correct clinical codes
- sequencing protocols for principal and additional diagnoses
- timescales within which clinical coding must take place
- classifications and nomenclature used to achieve accurate clinical coding
- clinical data indexing, storage and mapping from clinical terms of classifications
- comprehensive knowledge of medical terminology and body systems
- sources of information relating to changes to clinical coding requirements
- resources used to solve clinical coding problems
- coding classifications relating to:
  - congenital malformations and deformations
  - endocrine, nutrition and metabolic diseases
  - injuries and external causes of injuries
  - neoplasms
  - infectious diseases
  - blood disorders
  - poisoning and external causes of poisoning
  - symptoms, signs and abnormal clinical findings
- coding relating to:
  - circulatory system
  - dermatology and plastic surgery
  - drugs, alcohol and mental health
  - ear, nose, throat and dental
  - endocrine system
  - gastrointestinal and hepatobiliary systems
  - genitourinary system
  - haemotology
  - immunology and infectious diseases
  - neonatology and paediatrics
  - neurology and neurosurgery
  - oncology
  - ophthalmology
  - orthopaedics
  - poisoning, adverse reactions, post-procedural complications and sequelae of injuries, poisoning and other external causes
  - pregnancy and childbirth and the puerperium
  - respiratory system
  - trauma

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Assessment Conditions

Skills must have been 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:
  - medical records reflecting a varied and highly complex casemix from range of specialties
  - ICD-10-AM, ACHI and ACS coding manual
- modelling of industry operating conditions, including:
  - presence of time constraints for coding activities
  - integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA001 Assist with an allied health program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide basic assistance to an allied health professional.

This unit applies to allied health assistants working in a health or community context. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular (direct, indirect or remote) supervision of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Provide relevant information to clients	1.1 Adhere to confidentiality policies at all times 1.2 Provide basic accurate information to clients regarding allied health services

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Prepare for therapy session	2.1 Confirm and discuss therapy and treatment plans and programs with supervising allied health professional 2.2 Obtain information from relevant sources according to organisation policies and supervising allied health professional 2.3 Check resources and equipment required for therapy program to ensure suitability and working order 2.4 Recognise and minimise environmental hazards in accordance with organisation requirements 2.5 Prepare the client for therapy under direction of supervising allied health professional
3. Provide assistance with therapy session	3.1 Assist with therapy tasks according to instructions of allied health professional 3.2 Maintain general therapy precautions 3.3 Seek clarification and feedback 3.4 Take appropriate actions to ensure comfort, safety and privacy of the client 3.5 Reinforce, clarify and explain therapy goals to clients under supervision of allied health professional 3.6 Support and coach clients to achieve identified therapy goals under supervision of allied health professional 3.7 Deal with accidents and incidents appropriately and report to the supervising allied health professional
4. Use therapy equipment correctly and safely	4.1 Use equipment according to manufacturer and instructions set by supervising allied health professional 4.2 Follow work health and safety (WHS) guidelines for particular pieces of equipment
5. Feedback appropriate therapy information to supervising	5.1 Pass on significant information to appropriate supervising allied health professional

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
allied health professional	5.2 Document information according to organisation policy and procedures
6. Assist in the design and construction of simple therapy materials and equipment	6.1 Assist the allied health professional to identify gaps in therapy material resources and develop solutions 6.2 Update therapy materials on a regular basis as instructed 6.3 Construct aids and adaptations in accordance with allied health professional's instructions
7. Complete required administrative duties	7.1 Maintain statistics in accordance with organisation policies and procedures 7.2 Maintain stock levels in accordance with organisation policies and procedures 7.3 Book in clients for appointments in accordance with organisation policies and procedures
8. Work with a primary health care approach	8.1 Support and facilitate the involvement of the client and the community in the planning and provision of services according to instruction of supervising allied health professional 8.2 Promote good health and a preventive approach to maintaining health as part of own work role 8.3 Demonstrate recognition of and support for the importance of access and equity in provision of health services in line with own work role 8.4 Reflect evidence based practice in own provision of health care services

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTAHA001 Assist with an allied health program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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 3 allied health programs, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work

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:

- client individualised plans, goals and limitations of therapy
- roles, responsibilities and limitations of self and other allied health team members including nursing, medical and other personnel
- therapy tasks and programs associated with particular client population
- how to assess client readiness for therapy and whether there are changes that might affect the appropriateness of the prescribed therapy
- allied health resources available for client population
- appropriate use of allied health equipment and resources
- organisation policy and procedures in relation to:
  - infection control
  - work health and safety:

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    - manual handling, including identification and control of manual task risk factors
  - other specific organisation procedures, including supervisory and reporting protocols
- differences between occupational therapy, physiotherapy and speech pathology and related therapy techniques
- basic human behaviour and social and interpersonal behaviour
- concepts of holistic health as wellbeing, rather than focusing on disease or its absence
- determinants of health, including:
  - housing
  - education
  - nutrition
  - communication

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the allied health professional.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - individualised plans and any relevant equipment outlined in the plan
  - relevant organisation policies and procedures

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA002 Assist with the application and removal of casts

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.

Application

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

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to apply cast	1.1 Confirm requirements for applying casting with relevant personnel 1.2 Assemble equipment for applying cast and check to ensure it is in working order 1.3 Explain procedures to client and answer any questions 1.4 Take appropriate action to ensure client comfort and safety 1.5 Follow infection control guidelines throughout the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	procedure
2. Apply and remove cast	2.1 Assist with the application and removal of cast according to instructions and organisation policies and procedures
	2.2 Use safe work practices, and personal protective equipment (PPE) when required, to apply or remove cast
	2.3 Seek clarification/feedback from supervisor
	2.4 Take appropriate action to ensure client comfort and safety is maintained
3. Undertake post-application procedures	3.1 Provide advice and information to client regarding care of cast
	3.2 Clean client according to organisation policies and procedures
	3.3 Arrange appropriate support for client at completion of procedures
4. Comply with supervisory requirements	4.1 Identify and manage client adherence issues, including subjective and objective reporting of client response to the program, and report to the allied health professional in a timely manner
	4.2 Report any client misunderstanding or confusion to the allied health professional in a timely manner
	4.3 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge
	4.4 Report client difficulties to the supervising allied health professional
	4.5 Participate in supervision processes with the treating allied health professional in accordance with organisation protocol

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Clean and store equipment relevant to role and therapy program	5.1 Clean equipment and work surfaces according to manufacturer's recommendations, infection control requirements and organisation protocols as directed by the allied health professional 5.2 Store equipment according to manufacturer's recommendations and the organisation's protocols 5.3 Check and maintain equipment according to organisation protocols and allied health professionals guidelines 5.4 Label or tag equipment faults, where possible remove from use if unsafe or not working and inform staff in line with organisation procedures 5.5 Dispose of waste according to relevant guidelines
6. Report and document information	6.1 Provide feedback on client progress to the treating allied health professional 6.2 Report client difficulties and concerns to the treating allied health professional in a timely manner 6.3 Document client information according to the organisation's protocols 6.4 Use appropriate terminology to document client response, outcomes and any identified problems

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for HLTAHA002 Assist with the application and removal of casts

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.

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 the application and removal of casts safely and according to organisation and infection control policies and procedures on 3 different clients, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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 relevant knowledge of:

- basic anatomy and physiology of the musculoskeletal, neurological and cardiorespiratory systems relevant to physiotherapy practice
- organisation policy and procedures in relation to:
  - infection control
  - work health and safety:
    - manual handling, including identification and control of manual task risk factors
  - other specific organisation policies or procedures
- interpreting documentation relevant to application of plaster

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Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the allied health professional.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including casting and other relevant equipment
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015 /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

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HLTAHA003 Deliver and monitor a client-specific physiotherapy program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAH401/HLTAH402C. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to deliver and monitor a therapeutic program that has been developed by a physiotherapist to address the requirements of individual clients.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for delivery of a client-specific physiotherapy program	1.1 Obtain information from the physiotherapist about the client-specific program 1.2 Determine client availability according to organisation protocols 1.3 Gather the equipment to deliver the client-specific

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	program, in line with client needs and specifications of the physiotherapist
2. Deliver physiotherapy program based on treatment plan	2.1 Confirm client's understanding of program based on treatment plan prepared by the physiotherapist
	2.2 Obtain consent from the client before commencing the program
	2.3 Follow the instructions of the physiotherapist when assisting with the positioning of client and equipment where treatment involves machines
	2.4 Guide the client to complete the program as directed by physiotherapist
	2.5 Recognise when client becomes distressed, in pain or communicates their desire to slow down, and change activity or stop and follow stepping down procedures outlined in treatment plan or notify physiotherapist
	2.6 Provide feedback to the client to reinforce client understanding and correct application of the program
	2.7 Work with client to plan any follow up sessions and dates
3. Assist with programs for clients with varying abilities to participate	3.1 Monitor 24-hour posture management and identify any adjustment requirements according to directives form the physiotherapist
	3.2 Assist physiotherapist to complete active and passive movement requirements
	3.3 Monitor respiratory care requirements and conduct necessary action within the prescribed treatment plan and scope of role and responsibilities as defined by the organisation
	3.4 Monitor limb oedema management, conduct necessary actions within prescribed treatment plan and scope of role and responsibilities as defined by the organisation, and report any recommendations to the physiotherapist in a timely manner
	3.5 Correctly position client according to client's

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	condition, modesty and treatment or program activities and according to the directive of the physiotherapist
	3.6 Talk to client about treatment or program activities and where possible seek feedback about comfort and understanding during the session
	3.7 Create a treatment or program environment that encourages clients to ask questions about progress and activities
	3.8 Take appropriate and prompt action in response to any indicators of adverse reaction to the program or treatment and report to physiotherapist
4. Comply with supervisory requirements	4.1 Provide client progress feedback to the treating physiotherapist
	4.2 Report client difficulties and concerns to the treating physiotherapist before proceeding with treatment
	4.3 Implement variations to the program according to the advice of the physiotherapist
	4.4 Identify and manage client adherence issues, including subjective and objective reporting of client response to the program, and report to the physiotherapist in a timely manner
	4.5 Report any client misunderstanding or confusion to the physiotherapist in a timely manner
	4.6 Identify and note any difficulties the client experiences with the program, including biomechanical and musculo-skeletal issues, and report to physiotherapist in a timely manner
	4.7 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge
5. Clean and store equipment	5.1 Clean equipment according to manufacturer's recommendations, infection control requirements and organisation protocols
	5.2 Store equipment according to manufacturer's

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	requirements and organisation protocols
	5.3 Check and maintain equipment according to organisation protocols
	5.4 Report equipment faults to appropriate person
	5.5 Label or tag equipment faults, where possible remove from use if unsafe or not working and inform staff in line with organisation procedures
6. Document client information	6.1 Use accepted protocols to document information relating to the program in line with organisation requirements
	6.2 Use appropriate terminology to document client response, outcomes and identified problems related to the therapeutic program
	6.3 Sign and designate role when completing medical records according to organisation policy and procedure

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA003 Deliver and monitor a client-specific physiotherapy program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAH401/HLTAH402C. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

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 delivery of therapeutic practices for physiotherapy programs for at least 3 clients receiving different treatments, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- principles of biomechanics, including:
  - mass
  - force
  - speed
  - acceleration
  - work
  - energy
  - power
  - strength

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    - momentum
    - force arm
    - resistance arm
    - axis of rotation
    - cam
    - pulley
- basic musculo-skeletal anatomy, including:
    - joint types and function
    - major bones
    - major muscles
    - major joints
- anatomical terminology, including:
    - flexion
    - extension
    - rotation
    - abduction
    - adduction
    - circumduction
    - inversion
    - eversion
    - pronation
    - supination
    - horizontal flexion
    - horizontal extension
- therapeutic exercise principles
- basic anatomy and physiology of the skin and the principles of pressure area care
- principles of 24-hour posture management
- record keeping practices and procedures in relation to diagnostic and therapeutic programs/treatments
- equipment and materials used in different programs and treatments
- monitoring requirements for different programs and treatments
- basic reaction to pain within the body
- signs of adverse reaction to different programs and treatment
- concepts and procedures for stepping down treatment or intervention when client becomes distressed, in pain or wishes to stop
- individualised plans, goals and limitations of therapy
- organisation policy and procedures in relation to:
    - infection control as it relates to the allied health assistant's role in implementing physiotherapy
    - work health and safety:
        - manual handling including identification and control of manual task risk factors

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    - other specific organisation policies or procedures, including supervisory and reporting protocols
- medical terminology required to work effectively
- roles, responsibilities and limitations of self and other allied health team members and nursing, medical and other personnel

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by a physiotherapist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plan and equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015 /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

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HLTAHA004 Support client independence and community participation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTCR402C/HLTCR403C. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to work with clients in their home and community to facilitate rehabilitation goals through supporting independence in daily living and optimising community access and participation in the context of a rehabilitation plan.

This unit applies to workers in the community and should be performed under the direction and supervision (direct, indirect or remote) of a health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Clarify the relevance of independence and community participation to rehabilitation goals	1.1 Clarify rehabilitation plan details with the supervising health professional 1.2 Work with the supervising health professional to identify client access support requirements and daily living activities that need to be addressed as part of the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	rehabilitation plan
	1.3 Work with the supervising health professional to identify the function of community rehabilitation in supporting client access and daily living activities that could enhance progress against rehabilitation goals
	1.4 Participate in rehabilitation planning, involving the supervising health professional and client, to provide adequate and appropriate resources to promote independence
	1.5 Clarify with the supervising health professional concerns about client safety in relation to community access and daily living activities
2. Promote client independence and community participation	2.1 Identify all support and/or services provided to the client in conjunction with the health team
	2.2 Assist client to determine strategies which supports progression towards identified rehabilitation goals
	2.3 Promote benefits of daily living activities and community participation in the terms of the client's rehabilitation goals
	2.4 Discuss with supervising health professional opportunities for daily living activities and community participation that will support rehabilitation goals, including those that maybe outside the rehabilitation plan
	2.5 Work with the client and other community workers and services to identify and overcome concerns through provision of coordinated and consistent supports to the client
3. Assist with client independence and community participation	3.1 Recognise client concerns about participating in daily living activities and community access
	3.2 Work with the client to develop strategies to overcome client concerns, under the supervision of the health professional
	3.3 Identify any aides, appliances, modifications or other services and/or supports that might be required to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	facilitate client and discuss with supervising health professional
	3.4 Provide information and support to facilitate interest and desire to use any aides, appliances and modifications in a safe and effective way
4. Monitor impact of increased client independence and community participation on rehabilitation goals	4.1 Monitor outcomes that indicate involvement in daily living activity and community participation is supporting the rehabilitation goals
	4.2 Identify any negative impacts and report to supervising health professional
	4.3 Recognise medical issues and risk factors related to activities of daily living
	4.4 Recognise wellness and medical issues prior to providing support
	4.5 Apply strategies to involve the client in the monitoring and evaluation process
	4.6 Provide client with regular feedback of progress
	4.7 Work with the client to self monitor progress
5. Document client information	5.1 Use accepted protocols to document information relating to the rehabilitation program in line with organisation requirements
	5.2 Provide regular feedback to the client's care team, including positive impact on the client
	5.3 Use appropriate terminology and format to document the client's progress, including any barriers or challenges to the rehabilitation plan

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTAHA004 Support client independence and community participation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTCR402C/HLTCR403C. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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 3 different clients, 1 in a simulated environment and 2 in the workplace, to access and participate in the community within the context of rehabilitation plans
- assisted with facilitation of 3 different clients, 1 in a simulated environment and 2 in the workplace, involvement and participation in daily living activities within the context of rehabilitation plans
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- cross cultural issues in a community rehabilitation context
- community care service providers
- work health and safety (WHS) issues and requirements, risk assessment and risk management associated with working in client homes and the community
- philosophy and values of community rehabilitation
- psychological impact of illness and/or injury, especially in relation to client participation in daily living activities and routines

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- range of aides, appliances, modifications and services that could promote client participation in daily living activities and facilitate community access
- relevant national and/or state-based community services and programs and local community care service providers
- importance of community access and participation to client well being
- motivational strategies to promote client interest in accessing and participating in the community
- the importance and meaning of home and belongings to clients and the nature and significance of working in the client's home and community settings
- principles and practices of self management

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under the direction and supervision (direct, indirect, remote) as determined by the health professional.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including rehabilitation plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA005 Support the delivery and monitoring of physiotherapy programs for mobility

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Changes to the performance criteria 5.1 and 5.2. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

Application

This unit describes the skills and knowledge required to support individuals or a group of individuals participating in group physiotherapy programs designed to restore optimum movement and functional independence.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for mobility and	1.1 Interpret program requirements and confirm against

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
movement program	the prescribed information provided by the physiotherapist
	1.2 Determine the client's availability, according to the organisation's protocols
	1.3 Gather necessary equipment for the mobility and movement program
	1.4 Prepare the setting for the mobility and movement program
	1.5 Obtain consent from the client before commencing the mobility and movement program
2. Conduct mobility and movement programs to restore optimum movement	2.1 Assist with exercise program according to the instruction of treating physiotherapist
	2.2 Confirm client's understanding of exercise program based on treatment plan prepared by the physiotherapist
	2.3 Guide the client to complete the program according to prescribed treatment plan
	2.4 Provide the client with sufficient time, opportunity and encouragement to practice existing and newly developed skills
	2.5 Encourage the client to take advantage of planned and unplanned opportunities to integrate skills developed within the program into normal daily activities
	2.6 Provide feedback to the client to reinforce understanding and the correct application of the exercise program
	2.7 Monitor the client during and after the program according to the prescribed treatment plan
	2.8 Identify the need for modifications to the exercise program and report to the treating physiotherapist
	2.9 Recognise when client becomes distressed, in pain or communicates their desire to slow down, change activity or stop and follow stepping down procedures outlined in treatment plan or organisation guidelines and report to the treating physiotherapist
	2.10 Take appropriate and prompt action in response to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	any indicators of adverse reaction to the program or treatment according to relevant protocols and guidelines and report to the treating physiotherapist
3. Comply with supervisory requirements	3.1 Provide client progress feedback to the treating physiotherapist
	3.2 Identify and manage client adherence issues, including subjective and objective reporting of client response to the program, and report to the physiotherapist in a timely manner
	3.3 Report client difficulties and concerns to the treating physiotherapist in a timely manner
	3.4 Implement variations to the exercise program according to the advice of the treating physiotherapist
4. Clean and store equipment	4.1 Clean equipment according to manufacturer's recommendations, infection control requirements and organisation protocols
	4.2 Store equipment according to manufacturer's recommendations and the organisation's protocols
	4.3 Report equipment faults to the appropriate person(s)
	4.4 Label or tag equipment faults, where possible remove from use if unsafe or not working and inform staff in line with organisation procedures
5. Report and document information	5.1 Document information about the program according to the organisation's protocols and reporting requirement
	5.2 Use appropriate terminology to document client response, outcomes and identified problems related to the program

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Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA005 Support the delivery and monitoring of physiotherapy programs for mobility

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Changes to the performance criteria 5.1 and 5.2. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

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 3 clients with specific mobility requirements, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work
-

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:

- the physiological effects and benefits of active functional exercise
- principles of biomechanics, including:
  - mass
  - force
  - speed

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  - acceleration
  - work
  - energy
  - power
  - strength
  - momentum
  - force arm
  - resistance arm
  - axis of rotation
  - cam
  - pulley
- basic musculoskeletal anatomy, including:
  - joint types and function
  - major bones
  - major muscles
  - major joints
- basic anatomy and physiology
- anatomical terminology, including:
  - flexion
  - extension
  - rotation
  - abduction
  - adduction
  - circumduction
  - inversion
  - eversion
  - pronation
  - supination
  - horizontal flexion
  - horizontal extension
- therapeutic exercise principles
- principles of exercise program design, including:
  - FITT formula – frequency, intensity, time, type
  - program phases – preparation, conditioning, recovery, adaptation
  - program types – sets and repetitions, circuit, single set to failure, matrix
- concepts and procedures for stepping down treatment or intervention when client becomes distressed, in pain or wishes to stop
- weight bearing and post fracture implications
- conditions affecting mobility
- risks for decreased mobility

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- the psychological effects of disability due to injury or disease and strategies used to cope with this
- the signs of adverse reaction to different programs and treatment
- Australian Physiotherapy Association (APA) guidelines
- legal and ethical considerations relevant to allied health, including:
  - privacy, confidentiality and disclosure
  - duty of care
  - work role boundaries – responsibilities and limitations of own role and other allied health team members and nursing, medical and other personnel
  - work health and safety (WHS):
    - especially how it relates to implementing physiotherapy mobility and movement programs
    - manual handling including identification and control of manual task risk factors
- organisation policy and procedures in relation to:
  - infection control as it relates to the allied health assistant's role in implementing physiotherapy mobility and movement programs
  - other specific organisation policies or procedures, including supervisory and reporting protocols
- factors that facilitate an effective and collaborative working relationship
- record keeping practices and procedures in relation to diagnostic and therapeutic programs/treatments

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the physiotherapist and/or occupational therapist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA006 Assist with basic foot hygiene

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assist with basic foot hygiene under the direction of a podiatrist, including skin and nail care and applying dressings, padding and cushioning.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for basic foot hygiene	1.1 Interpret and respond to client podiatry care plan and occasion of care requirements as prescribed by supervising podiatrist 1.2 Determine client availability according to organisation protocols 1.3 Gather necessary equipment

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Undertake steps to meet infection control requirements
	1.5 Prepare for basic foot hygiene to comply with legislation, regulatory and organisation/practice requirements
2. Perform basic foot hygiene	2.1 Explain to the client the purpose, rationale and requirements of the foot hygiene session
	2.2 Determine the client's understanding of the purpose, rationale and requirements of each part of the foot hygiene session
	2.3 Identify any condition indicating the client is at high risk that requires podiatrist attention
	2.4 Assist client in and out of any shoes, socks and/or hosiery
	2.5 Position the client prior to foot hygiene session to reduce risk to provider and client
	2.6 Implement necessary infection control measures
	2.7 Perform basic foot hygiene according to the directions of the podiatrist and using appropriate infection control precautions, especially in relation to air borne particles
	2.8 Apply appropriate dressings to any skin breaks which might result from treatment
	2.9 Provide feedback that reinforces the podiatrist's advice
	2.10 Identify and manage client compliance issues
	2.11 Work with client to determine and plan any follow up requirements and dates
	2.12 Seek assistance when client presents with needs or signs outside limits of own authority
	2.13 Report client difficulties to the supervising podiatrist
3. Apply padding and	3.1 Explain to the client the purpose and rationale of the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
cushioning as prescribed by the supervising podiatrist	dressing, padding or cushioning 3.2 Determine the client's understanding of the purpose and rationale of the dressing, padding or cushioning 3.3 Correctly position the client 3.4 Implement necessary infection control measures, including disposal of used padding and cushioning according to infection control protocols 3.5 Apply padding and cushioning according to directions of podiatrist 3.6 Provide feedback that reinforces the podiatrist's advice 3.7 Identify and manage client compliance issues 3.8 Work with client to determine and plan any follow up requirements and dates 3.9 Seek assistance when client presents with needs or signs outside limits of own authority 3.10 Report client difficulties to the supervising podiatrist
4. Comply with supervisory requirements	4.1 Provide podiatry assistance according to the instruction of treating podiatrist 4.2 Provide client progress feedback to the treating podiatrist 4.3 Report client difficulties and concerns to the treating podiatrist 4.4 Implement variations to the podiatry care according to the advice of the treating podiatrist
5. Clean and store equipment	5.1 Collect, handle, manage and dispose of biological waste material according to organisation guidelines and infection control requirements 5.2 Prepare equipment for sterilisation according to manufacturer and organisation requirements 5.3 Store equipment according to manufacturers requirements and organisation protocols

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	5.4 Report equipment faults to appropriate person
6. Document client information	6.1 Document occasion of basic foot hygiene according to organisation requirements
	6.2 Document referral to supervising podiatrist
	6.3 Use appropriate terminology to document symptomatic expression of identified problems

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA006 Assist with basic foot hygiene

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

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 foot hygiene to at least 3 clients, 1 in a simulated environment and 2 in the workplace, including:
  - cutting and filing nails
  - identifying pathological nail and skin conditions
  - applying simple wound dressings to at least 3 different conditions
  - applying padding and cushioning to at least 3 different conditions
  - applying medicaments, including:
    - emollients
    - astringents
    - moisturisers
    - antiseptics
- applied a wound dressing for an iatrogenic wound
- safely and effectively used podiatry instruments and electrical equipment, including an electric drill
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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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:

- client treatment plans or foot care plan
- goals and limitations of podiatry intervention and variations in podiatry conditions
- basic anatomy and physiology of the foot, including medical terminology, structure and functioning of the skin and integuments, and basic understanding of foot pathology
- the function of medicaments:
  - emollients
  - astringents
  - moisturisers
  - antiseptics
- principles and protocols of:
  - aseptic technique
  - foot hygiene
- organisation policy and procedures in relation to:
  - infection control
  - record keeping and reporting
  - other specific organisation procedures, including supervisory and reporting protocols
- legal and ethical considerations relevant to allied health:
  - privacy, confidentiality and disclosure
  - duty of care
  - work role boundaries – responsibilities and limitations of self and other allied health team members and nursing, medical and other personnel
  - work health and safety (WHS):
    - manual handling, including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the podiatrist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - individualised plans and any relevant equipment outlined in the plan
  - podiatry instruments and electrical equipment including:
    - wound dressings
    - padding and cushioning

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    - medicaments
    - electric drill
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA007 Assist with podiatric procedures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assist with procedures performed by the podiatrist. Procedures may include surgical procedures of the skin and nails; preparation, modification and repair of orthotic devices and footwear.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the surgical podiatry procedure	1.1 Obtain information from the podiatrist and the client's record, including the podiatry care plan relevant to the procedure to be undertaken 1.2 Determine client availability according to organisation protocols 1.3 Conform to all infection control guidelines and requirements specified by the National Infection Control

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	Guidelines for Podiatrists and the protocols of the organisation
	1.4 Ensure the environment in which the procedure is to be performed conforms to work health safety (WHS) standards and protocols
	1.5 Gather necessary equipment, instruments and materials
	1.6 Prepare the environment for surgery, including cleansing and disinfecting of surfaces, equipment and materials
	1.7 Ensure all instruments, dressings and related materials have undergone sterilisation according to the guidelines and protocols
	1.8 Ensure work flow and set up for work flow by additional persons in the environment comply with the guidelines and protocols
2. Assist with the surgical podiatry procedure	2.1 Determine procedural requirements from the client's record and the treating podiatrist
	2.2 Provide the physical environment required to meet procedural requirements in a manner that is safe for the client as directed by the podiatrist
	2.3 Follow the directions of the podiatrist to provide assistance during the procedure
	2.4 Follow all infection control and WHS protocols to ensure the procedure conforms to organisation, state, national and legislated requirements
	2.5 Assist with care and supervision of the patient during procedure
	2.6 Follow directions for instrument handling, equipment handling material handling and any additional assistance required from the podiatrist
	2.7 Safely and correctly use equipment and instrumentation to collect assessment information
	2.8 Follow organisation guidelines and protocols for the safe and appropriate handling and disposal of hazardous

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and sharps materials
	2.9 Provide documentation assistance and support as directed by the podiatrist
3. Assist with templating for manufacture of orthotic devices	3.1 Determine requirements from the client's record and treating podiatrist
	3.2 Gather equipment and materials required for templating and foot measurement
	3.3 Provide the physical environment required to meet procedural requirements in a manner that is safe for the client and operator
	3.4 Assist with templating and foot measurement according to podiatrist's instruction
	3.5 Work with podiatrist and client, within organisation guidelines, to determine appropriate follow up and further appointments
4. Assist with modification to orthoses and footwear	4.1 Determine procedural requirements from the client's record and the treating podiatrist
	4.2 Seek assistance or clarification to procedural directions
	4.3 Provide the physical environment required to meet procedural requirements in a manner that is safe
	4.4 Assist with modifications according to the treatment plan and prescriptions from supervising podiatrist
	4.5 Present modified orthoses or footwear to podiatrist for assessment
	4.6 Interpret and respond to instructions from podiatrist regarding further procedural or modification requirements
	4.7 Provide instructions and assistance to client as directed by the podiatrist
	4.8 Work with podiatrist and client, within organisation guidelines, to determine appropriate follow up and further appointments

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.9 Use machinery and equipment for modifications in accordance with manufacturer's guidelines, WHS requirements and organisation protocols
5. Assist with support and advice to clients in the selection of footwear	5.1 Under the guidance of podiatrist use appropriate devices and procedures to measure for fit
	5.2 Confirm measurements with supervising podiatrist
	5.3 Under the guidance of supervising podiatrist support and educate client in the selection of footwear and fit
	5.4 Seek assistance or clarification to procedural directions
	5.5 Work with podiatrist and client, within organisation guidelines, to determine appropriate follow up and further appointments
6. Comply with supervisory requirements	6.1 Provide podiatry assistance according to the instruction of treating podiatrist
	6.2 Provide client progress feedback to the treating podiatrist
	6.3 Seek assistance when client presents with needs or signs outside limits of own authority or competence
	6.4 Report client difficulties and concerns to the treating podiatrist
	6.5 Implement variations to the podiatry care according to the advice of the treating podiatrist
7. Clean, sterilise and store equipment	7.1 Clean equipment according to manufacturers and organisation requirements
	7.2 Prepare equipment and instruments for sterilisation according to organisation protocols
	7.3 Store equipment according to manufacturers requirements and organisation protocols
	7.4 Report equipment faults to appropriate person

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	7.5 Ensure consultation environment is maintained according to guidelines and organisation protocols
8. Document client information	8.1 Use accepted protocols to document information in line with organisation requirements
	8.2 Use appropriate terminology to document client information

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA007 Assist with podiatric procedures

Modification History

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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 a minimum of 7 different procedures, including:
  - surgical assistance
  - basic assessment
  - orthotic/footwear preparation and modification
- worked safely and effectively with electrical equipment and machinery and potentially hazardous materials
- safely and appropriately used materials, including:
  - animal derived leathers
  - synthetics
  - solvents
  - adhesives
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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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:

- podiatry procedures, including:
  - orthotic manufacture/modification
  - assessment
  - podiatric surgery
- conditions treated by a podiatrist
- basic anatomy and physiology of the skin and nails relevant for the role
- structure and function of the skin and integuments
- common pathological conditions of the skin and nails
- disease processes relevant to the client group/s
- identification and purpose of podiatry surgical instruments
- basic biomechanics of the lower limb
- principles and guidelines of orthotic devices
- principles of footwear selection and fitting
- organisation policy and procedures in relation to:
  - infection control protocols
  - supervisory and reporting protocols
  - record keeping requirements
- client treatment plans, foot care or podiatry plans
- goals and limitations of podiatry intervention
- medical terminology in relation to podiatric procedures
- legal and ethical considerations relevant to allied health:
  - privacy, confidentiality and disclosure
  - duty of care
  - work role boundaries – responsibilities and limitations of self and other allied health team members and nursing, medical and other personnel
  - WHS:
    - manual handling including identification and control of manual task risk factors

Assessment Conditions

Skills must have been demonstrated in in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the podiatrist with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan

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- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015 /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

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HLTAHA008 Assist with podiatry assessment and exercise

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

Application

This unit describes the skills and knowledge required to assist a podiatrist with the delivery and monitoring of specific client exercise and rehabilitation programs and in the completion of client foot health assessments.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with podiatry assessments	1.1 Provide podiatry assistance according to the instruction of treating podiatrist 1.2 Determine client assessment requirements from the treating podiatrist and podiatry treatment plan or records 1.3 Provide the physical environment required to meet assessments in a manner that is safe for the client and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	operators
	1.4 Explain to the client the purpose, rationale and requirements of each part of the assessment activity
	1.5 Determine the client's understanding of the purpose, rationale and requirements of each part of the assessment activity
	1.6 Assist podiatrist with assessment procedures, including handling equipment and recording data
	1.7 Work with client and podiatrist to determine and plan any follow up requirements and dates
	1.8 Identify and manage client adherence issues
2. Prepare for the delivery of podiatry exercise program or assessment procedure	2.1 Interpret client treatment plan prepared by supervising podiatrist and implement relevant exercise program or assessment procedure
	2.2 Determine client availability according to organisation protocols
	2.3 Gather necessary equipment
3. Deliver podiatry exercise or rehabilitation program	3.1 Explain to the client the purpose, rationale and requirements of each part of the exercise or rehabilitation program
	3.2 Determine the client's understanding of the purpose, rationale and requirements of the program
	3.3 Assist client to follow instructions of the podiatrist, including those techniques used at home
	3.4 Identify and note any difficulties the client experiences completing the exercise program
	3.5 Provide feedback to the client
	3.6 Identify and manage client adherence issues
	3.7 Work with the client to establish any necessary action
	3.8 Work with client to determine and plan any follow up requirements and dates

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.9 Recognise when client becomes distressed, in pain or communicates their desire to slow down, change activity or stop and follow stepping down procedures outlined in treatment plan or organisational guidelines
4. Comply with supervisory requirements	4.1 Seek assistance when client presents with needs or signs outside limits of own authority
	4.2 Provide client progress feedback to the treating podiatrist
	4.3 Report client difficulties and concerns to the treating podiatrist
	4.4 Implement variations to the podiatry treatment according to the advice of the treating podiatrist
5. Clean and store equipment	5.1 Clean equipment according to manufacturer and organisation requirements
	5.2 Store equipment according to manufacturer requirements and organisation protocols
	5.3 Report equipment faults to appropriate person
6. Document client information	6.1 Use accepted protocols to document information in line with organisation requirements
	6.2 Use appropriate terminology to document symptomatic expression of identified problems

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for HLTAHA008 Assist with podiatry assessment and exercise

Modification History

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Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

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 3 different clients, 1 in a simulated environment and 2 in the workplace, in relation to specific podiatry foot assessment and exercise sessions
- assisted with 3 balance and fall monitoring sessions, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- structure and function of the skin and integuments
- basic biomechanics of the lower limb and gait cycle
- basic anatomy and physiology of the foot
- podiatry exercise and rehabilitation principles
- safe and effective use of instrumentation used in podiatry assessment procedures and equipment used in podiatry exercise and rehabilitation programs
- client treatment plans, goals and limitations of podiatry intervention

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- concepts and procedures for stepping down treatment or intervention when client becomes distressed, in pain or wishes to stop
- medical terminology relevant to podiatry assessment and exercise
- organisation policy and procedures in relation to:
  - infection control as it relates to the allied health assistant's role in assisting with podiatry assessment and exercise
  - other specific organisation policies or procedures, including supervisory and reporting protocols
- legal and ethical considerations relevant to allied health:
  - privacy, confidentiality and disclosure
  - duty of care
  - work role boundaries – responsibilities and limitation of self and other allied health team members and nursing, medical and other personnel
  - work health and safety (WHS):
    - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the podiatrist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTAHA009 Assist in the rehabilitation of clients

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to receive and respond to rehabilitation programs developed by allied health professionals.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to deliver a rehabilitation program	1.1 Obtain information about the rehabilitation program from an allied health professional and rehabilitation plan 1.2 Consult allied professional about the rehabilitation plan requirements and desired client outcomes 1.3 Identify program requirements outside scope of role and responsibilities as defined by the organisation and discuss with allied health professional 1.4 Identify and confirm impact of therapeutic program's

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	contribution to the overall rehabilitation outcome for the client
	1.5 Obtain information about medical and psychosocial conditions that may impact on rehabilitation outcomes for client
	1.6 Determine client availability according to organisation protocols
	1.7 Identify and plan for any risk and safety issues that may impact on the client's ability to participate in program
	1.8 Prepare suitable equipment and environment for rehabilitation program
2. Assist with the development of a rehabilitation program	2.1 Assist allied health professional to work with client to identify current skills and abilities and how these can be built upon to manage their lives and environment more effectively
	2.2 Assist allied health professional to work with client to develop their goals and priorities in terms of specific skills required to manage their lives in the short and medium term
	2.3 Identify skills that need to be developed that are outside scope of role and responsibilities as defined by the organisation and refer to the allied health professional
	2.4 Support the client to identify methods that will build upon their strengths when developing, regaining or retaining skills and abilities
	2.5 Follow specific directions from the allied health professional for the fabrication and adaptation of therapeutic aids and equipment
	2.6 Maintain and update resources for therapy and recreational programs
	2.7 Work with professional and client to determine methods of evaluating the effectiveness of activities and methods

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
3. Assist with the delivery of a rehabilitation plan	3.1 Gather the equipment and materials to deliver the rehabilitation program, in line with client needs, specifications of the allied health professional and legislative and organisation guidelines 3.2 Check safety and efficiency of any equipment and material and seek advice where safety issues arise 3.3 Support client to carry out rehabilitation activities in ways that promote safety, involvement and confidence, and adhere to the cultural and spiritual beliefs and preference of the client 3.4 Provide constructive and timely feedback to client about involvement in rehabilitation activities 3.5 Recognise when client becomes distressed, in pain or communicates their desire to slow down, change activity or stop and follow stepping down procedures outlined in treatment plan or organisational guidelines and report to the treating physiotherapist
4. Assist with the evaluation of a rehabilitation plan	4.1 Assist the allied health professional to work with client to review progress 4.2 Monitor use of adaptive equipment as directed by the therapist
5. Comply with supervisory requirements	5.1 Identify and note any difficulties the client experiences completing the therapy programs and interventions and report to allied health professional in a timely manner 5.2 Identify and manage client adherence issues, including subjective and objective reporting of client response to the program, and report to the allied health professional in a timely manner 5.3 Report any client misunderstanding or confusion to the allied health professional in a timely manner 5.4 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	5.5 Report client difficulties to the supervising allied health professional for advice before continuing the program
	5.6 Participate in supervision processes with the treating allied health professional in accordance with organisation protocol
6. Clean and store equipment and materials	6.1 Clean equipment and materials according to manufacturers requirements
	6.2 Store equipment and materials according to manufacturers requirements and organisation protocols
	6.3 Report equipment faults to appropriate person
7. Document client information	7.1 Use accepted protocols to document information relating to the rehabilitation program in line with organisation requirements
	7.2 Provide regular feedback to the client's care team
	7.3 Use appropriate terminology to document symptomatic expression of identified problems related to the rehabilitation program

Foundation Skills

The Foundation Skills describe 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.

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Links

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Assessment Requirements for HLTAHA009 Assist in the rehabilitation of clients

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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 collaboratively with 3 clients, 1 in a simulated environment and 2 in the workplace, in the pursuit of rehabilitation outcomes in line with established rehabilitation principles and practices
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- the principles and practices of rehabilitation
- the impact of illness on the client's functional performance
- where to access resources, aids and information for rehabilitation programs
- strategies to support, motivate and encourage clients in a rehabilitation program
- concepts and procedures for stepping down treatment or intervention when client becomes distressed, in pain or wishes to stop
- organisation policy and procedures in relation to:
  - infection control as it relates to the allied health assistant's role in assisting with client rehabilitation
  - record keeping in relation to rehabilitation programs

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  - quality assurance, best practice and accreditation standards
  - other specific organisation policies or procedures, including supervisory and reporting protocols
- legal and ethical considerations relevant to allied health:
  - codes of practice for work in occupational therapy or other relevant allied health areas
  - privacy, confidentiality and disclosure
  - duty of care
  - work role boundaries – responsibilities and limitations including when and how to provide feedback about client
  - work health and safety (WHS):
    - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the allied health professional.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA010 Assist with the development and maintenance of client functional status

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to support clients to participate in developmental activities that will enhance or maintain functional status.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to deliver a daily living skills program based on identified goals	1.1 Obtain information about the daily living skills program from an allied health professional 1.2 Consult allied health professional about the daily living skills program requirements and desired client outcomes 1.3 Use screening and data collection tools to gather information on functional status and performance to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	feedback to allied health professional in line with role
	1.4 Identify program requirements outside scope of role and responsibilities as defined by the organisation and discuss with allied health professional
	1.5 Identify and confirm impact of the program's contribution to the client's overall care plan
	1.6 Determine client availability according to organisation protocols
	1.7 Identify cultural and spiritual issues that might have an impact on client's maintenance of daily living function
	1.8 Identify and plan for any risk and safety issues that may impact on the client's ability to participate in program
2. Assist with developing daily living skill and maintenance program based on identified goals	2.1 Assist professional to work with client and carers to identify current skills and abilities and how these can be built upon to participate more meaningfully in the client's environment(s)
	2.2 Assist professional to work with client and carers to identify their needs and priorities in terms of specific skill development and maintenance
	2.3 Identify skills that need to be developed that are outside scope of role and responsibilities as defined by the organisation and refer to the allied health professional
	2.4 Assist allied health professional to work with the client and carers to develop goals that will enable work at the client's own pace to acquire and retain skills for daily living
	2.5 Support the client and carers to identify methods that will build upon their strengths when developing, and retaining daily living skills
3. Deliver daily living skill development and maintenance program	3.1 Gather the equipment and materials to deliver the daily living program, in line with client needs, specifications of the allied health professional and legislative and organisation guidelines

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.2 Check safety and efficiency of any equipment and materials
	3.3 Support client to carry out activities in ways that promote safety, involvement and confidence, and adhere to the cultural and spiritual beliefs and preference of the client
	3.4 Provide support according to principles and practices of active support, in a manner that is respectful of the client and provides encouragement and motivation to optimise client interest and involvement
	3.5 Set up the environment to optimise client interest, participation and involvement
	3.6 Identify and respond appropriately to any risk to clients or others and report accordingly
	3.7 Provide reinforcement and constructive feedback to client and carers about involvement in activities
	3.8 Recognise when client becomes distressed, in pain or communicates their desire to slow down, change activity or stop and follow stepping down procedures outlined in treatment plan or organisational guidelines
	3.9 Seek advice if safety issues arise
4. Assist with evaluating daily living skill development and maintenance program	4.1 Assist allied health professional to work with client to review progress
	4.2 Work with professional and client to determine methods of evaluating the effectiveness of activities and methods
	4.3 Under direction of an occupational therapist, adapt the environment and activity to maximise functional independence
5. Comply with supervisory requirements	5.1 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge
	5.2 Report client difficulties to the supervising allied health professional for advice before continuing the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	program
	5.3 Participate in supervision processes with the treating allied health professional in accordance with organisational protocol
6. Clean and store equipment and materials	6.1 Clean equipment and materials according to manufacturers requirements
	6.2 Store equipment and materials according to manufacturers requirements and organisation protocols
	6.3 Report equipment faults to appropriate person
7. Document client information	7.1 Use accepted protocols to document information relating to the program in line with organisation requirements
	7.2 Provide regular feedback to the client's care team
	7.3 Use appropriate terminology to document symptomatic expression of identified problems related to the program

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for HLTAHA010 Assist with the development and maintenance of client functional status

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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 development and implementation of active support strategies for 3 clients, 1 in a simulated environment and 2 in the workplace
- worked collaboratively with 3 clients and carers, 1 in a simulated environment and 2 in the workplace, in the pursuit of daily living skill development outcomes
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the 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:

- principles and practices of active support and the promotion of individual's rights, choices and well being when supporting participation in developmental activities
- variability and complexities of workplace settings and how they affect service delivery
- quality assurance, best practice and accreditation standards
- the impact of disability and ageing on daily living and working skills of clients, carers and others
- strategies to support, motivate and encourage clients and carers
- concepts and procedures for stepping down treatment or intervention when client becomes distressed, in pain or wishes to stop

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- organisation policy and procedures in relation to:
  - record keeping
  - other specific organisation policies or procedures, including supervisory and reporting protocols
- record keeping practices and procedures in relation to diagnostic and therapeutic programs/treatments
- legal and ethical considerations relevant to allied health:
  - codes of practice for work in occupational therapy
  - privacy, confidentiality and disclosure
  - duty of care
  - discrimination
  - human rights
  - work role boundaries – responsibilities and limitations including when and how to provide feedback about client
  - work health and safety (WHS):
    - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by a physiotherapist and/or occupational therapist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - daily living equipment
  - individualised plans and any relevant equipment outlined in the plan
  - screening and data collection tools
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA011 Conduct group sessions for individual client outcomes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.

Application

This unit describes the skills and knowledge required to plan, prepare and implement group activities to meet individual client outcomes.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for group sessions	1.1 Obtain information about the purpose of the group sessions from an allied health professional and the desired individual client outcomes 1.2 Identify requirements outside scope of role and responsibilities as defined by the organisation and discuss with allied health professional 1.3 Identify and confirm impact of the program's contribution to the clients' overall care plan

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Determine client availability according to organisation protocols
	1.5 Determine client appropriateness according to client profile
2. Assist with the development of group sessions	2.1 Plan group activities that are consistent with client needs and recognise physical abilities and limitations of each client
	2.2 Plan group activities that are consistent with the interests, preferences and beliefs of the clients
	2.3 Plan group activities with consideration of the clients' pace and timing requirements
	2.4 Plan group activities according to the size and composition of the group
	2.5 Plan group session to maximize the involvement of all group members
	2.6 Establish a balance between tasks to be accomplished and the group process
	2.7 Identify possible risk to successful group activities and adjust plan to minimise risk
	2.8 Confirm group session plan with allied health professional
	2.9 Gather and/or prepare materials and equipment required for the group session and check for safety and suitability
3. Conduct group activity	3.1 Arrange the environment to encourage full participation by all group members
	3.2 Seek agreement on the purpose, process and intended outcomes of the group activity with the group
	3.3 Discuss the group activity with the group to encourage as much participation as possible
	3.4 Work with the group to establish ground rules
	3.5 Provide each group member with the necessary

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	information, materials and support to participate in the group activity
	3.6 Ensure that the manner, level and pace of communication is appropriate for each group member
	3.7 Communicate with clients in a manner most likely to promote co-operation, dignity and self-esteem and encourage participation
	3.8 Use group skills to ensure the involvement of all group members
	3.9 Identify potential conflict within the group and manage to ensure ongoing involvement of individuals in group activities
	3.10 Monitor individual client progress and provide constructive and timely feedback to individual group member
	3.11 Follow process and directions to evaluate outcomes of the group session
4. Comply with supervisory requirements	4.1 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge
	4.2 Report client difficulties to the supervising allied health professional for advice before continuing the program
	4.3 Participate in supervision processes with the treating allied health professional in accordance with organisation protocol
5. Clean and store equipment and materials	5.1 Clean equipment and materials according to manufacturers requirements
	5.2 Store equipment and materials according to manufacturers requirements and organisation protocols
	5.3 Report equipment faults to appropriate person

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
6. Document client information	6.1 Use accepted protocols to document information relating to the program in line with organisation requirements 6.2 Provide regular feedback to each client's care team 6.3 Use appropriate terminology to document symptomatic expression of identified problems related to group activities

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA011 Conduct group sessions for individual client outcomes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.

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 conducted 3 group sessions, 1 in a simulated environment and 2 in the workplace, to meet a range of individual client outcomes
- undertaken an evaluation process in relation to 1 of the group sessions in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- principles of group dynamics and the nature of group learning
- factors that affect behaviour in groups
- group roles, leadership and facilitator techniques
- organisation policy and procedures in relation to:
  - record keeping
  - other specific organisation policies or procedures, including supervisory and reporting protocols
- legal and ethical considerations relevant to allied health:
  - privacy, confidentiality and disclosure
  - duty of care

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- discrimination
- human rights
- work role boundaries – responsibilities and limitations including when and how to provide feedback about client
- work health and safety (WHS):
  - manual handling including identification and control of manual task risk factors

Assessment Conditions

The following aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote) as determined by the allied health professional:

- planned and conducted 1 group session to meet a range of individual client outcomes

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including program plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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HLTAHA012 Support the development of speech and communication skills

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

Application

This unit describes the skills and knowledge required to assist with the delivery of speech pathology programs designed to achieve and develop optimum independence in speech and communication skills.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for delivery of a speech pathology program	1.1 Obtain information about the program from the supervising speech pathologist 1.2 Confer with speech pathologist about any program ambiguities or requirements outside scope of role and responsibilities as defined by the organisation 1.3 Determine client availability according to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	organisation protocols
	1.4 Determine need for interpreter where the client has English as a second language
	1.5 Gather the equipment to deliver the speech pathology program, in line with client needs and specifications of the speech pathologist
2. Conduct speech pathology program according to identified goals and methods under supervision of a speech pathologist	2.1 Check, before commencing the program, that consent is obtained from the individual, or a third party where the individual is not in a position to provide this consent independently
	2.2 Confirm the therapeutic outcomes defined in the program with the client and the speech pathologist
	2.3 Carry out program activities using the methods as directed and detailed in the treatment plan and as designed by the speech pathologist
	2.4 Use motivators that are appropriate to the age and communication ability of the client
	2.5 Provide a level of stimulation that is appropriate to the age and communication ability of the client
	2.6 Provide the client with sufficient time, opportunity and encouragement to practice existing and newly developed skills
	2.7 Encourage the client to take advantage of planned and unplanned opportunities to integrate skills developed within the program into their daily activities
	2.8 Take action in response to adverse reaction to the program according to the detailed risk management framework
	2.9 Provide accurate and prompt feedback to the speech pathologist and according to clients needs, the client's care team to support future planning
3. Assist with developing activities to support a speech	3.1 Identify the communication goals to be achieved from the speech pathology plan as specified by the speech

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
pathology program	pathologist
	3.2 Seek advice from speech pathologist where goals are not being met as expected
	3.3 Develop activities, in liaison with the speech pathologist, that follow the identified hierarchy of tasks and skills needed to achieve speech pathology goals
	3.4 Assist with the location or development of activities and materials appropriate to client's age and level of functioning
	3.5 Confirm development work with a speech pathologist
4. Comply with supervisory requirements	4.1 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge
	4.2 Report client difficulties to the supervising allied health professional for advice before continuing the program
	4.3 Participate in supervision processes with the treating allied health professional in accordance with organisation protocol
5. Clean and store equipment	5.1 Clean any material and equipment according to manufacturers requirements
	5.2 Store material and equipment according to manufacturers requirements and organisation protocols
	5.3 Report equipment faults to appropriate person
6. Document client information	6.1 Use accepted protocols to document information relating to the speech pathology program in line with organisation requirements
	6.2 Use appropriate terminology to document symptomatic expression of identified problems

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Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA012 Support the development of speech and communication skills

Modification History

Release	Comments
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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 3 different clients, 1 in a simulated environment and 2 in the workplace, for speech/language therapeutic outcomes following an established speech pathology program
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- normal speech and language processes across the lifespan
- the range of communication disorders affecting areas of:
  - speech (articulation, phonology)
  - expressive and receptive language
  - reading and writing
  - pragmatics
  - fluency
  - voice
  - cognitive skills (memory, attention, new learning, problem solving)

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- communication disorders that may arise from:
  - congenital abnormalities
  - developmental delay
  - acquired injury and disease
  - degenerative disease
- the anatomy and physiology of the body systems pertaining to structures and systems affecting communication
- legal and ethical considerations relevant to allied health:
  - duty of care
  - discrimination
  - informed consent
  - work health and safety (WHS):
    - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the speech pathologist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA013 Provide support in dysphagia management

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assist a speech pathologist to support clients participating in therapy programs to improve swallowing and/or to maintain independence in the management of dysphagia.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian / New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for support of treatment and monitoring programs to promote safe swallowing and eating	1.1 Obtain information about requirements from the speech pathologist 1.2 Determine need for interpreter where required 1.3 Confer with speech pathologist about any ambiguities or requirements outside scope of role and responsibilities as defined by the organisation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Deliver therapeutic program under supervision of speech pathologist	2.1 Obtain consent from the individual client, or a third party where the individual is not in a position to provide this consent independently, before commencing the program 2.2 Confirm client/carer's understanding of requirements of the therapeutic program 2.3 Provide mealtime assistance to client, under instruction of speech pathologist, including the reinforcement of positioning and strategies to support safe swallowing and maximum level of independence of eating and drinking 2.4 Prepare texture modified foods and fluids as determined by the speech pathologist and in accordance with the food safety program of the organisation 2.5 Provide the client with relevant information and advice, as instructed by the speech pathologist, at a level and pace appropriate to the client's level of understanding, culture and background, preferred way of communication and need 2.6 Refer questions outside scope of role and responsibilities as defined by the organisation to speech pathologist and/or relevant member of health care team 2.7 Provide client with sufficient time, opportunity and encouragement to practise existing and newly developed skills 2.8 Provide set up and support of the client during assessment of swallowing, performed by speech pathologist 2.9 Carry out supplementary treatment programs as instructed by the speech pathologist 2.10 Identify adverse reactions/events associated with dysphagia and respond according to the detailed risk management framework
3. Monitor client's management	3.1 Work with the speech pathologist, care team and the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
of dysphagia in consultation with speech pathologist and care team	individual to identify and record areas of positive progress and success and specific difficulties arising
	3.2 Reinforce constructive feedback and advice provided by the care team about the client's approach and ability to manage their dysphagia
	3.3 Support and encourage client to maintain and enhance their efforts to manage dysphagia
	3.4 Reinforce the benefits of continuing to practice and develop skills and knowledge for dysphagia management
	3.5 Identify adverse reactions and/or events associated with dysphagia and respond according to the detailed risk management framework
4. Comply with supervisory requirements	4.1 Refer to speech pathologist when additional input from health professional is required
	4.2 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge
	4.3 Report client difficulties to the supervising allied health professional for advice before continuing the program
	4.4 Participate in supervision processes with the treating allied health professional in accordance with organisational protocol
5. Document client information	5.1 Use accepted protocols to document information relating to the treatment program in line with organisation requirements
	5.2 Provide accurate and prompt feedback to the speech pathologist and client's care team to support future planning
	5.3 Use appropriate terminology to document symptomatic expression of identified problems related to the therapeutic exercise program

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Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA013 Provide support in dysphagia management

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

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 therapeutic support and skill development for 3 clients with dysphagia, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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, manages tasks and manage contingencies in the context of the work role. This includes knowledge of:

- secondary complications of dysphagia and an awareness of risk management protocols in response to adverse reactions/events
- basic anatomy and physiology of body systems pertaining to structures affecting eating and swallowing
- normal processes of eating and swallowing and changes to swallowing that occur over the lifespan
- organisation food safety program and procedures
- postures and positioning for safe swallowing
- techniques used in assessment of eating and swallowing, including:
  - bedside assessment

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    - video fluoroscopy
- disorders of eating and swallowing that may arise from:
    - acquired injury and disease
    - congenital abnormalities
    - degenerative disease
    - developmental delay
- legal and ethical considerations relevant to allied health:
    - duty of care
    - informed consent
    - work health and safety (WHS):
        - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the speech pathologist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA014 Assist and support the use of augmentative and alternative communication systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

Application

This unit describes the skills and knowledge required to support clients who use total communication systems, including the preparation of resources.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the development of augmentative and alternative communication systems	1.1 Obtain information about requirements from the speech pathologist 1.2 Confirm the communication goals with the speech pathologist 1.3 Determine need for interpreter 1.4 Confer with allied health professional about any ambiguities or requirements outside scope of role and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	responsibilities as defined by the organisation
2. Assist in the development of augmentative and alternative communication systems	2.1 Confirm the nature of the communication system and implications for resource requirements with speech pathologist
	2.2 Confirm client's previous and current abilities with the speech pathologist to inform choice and presentation of resources
	2.3 Select resources following speech pathologist's directions
	2.4 Consult with speech pathologist to ensure that resources are appropriate to the individual and their communication system, the type of therapy and the specified communication goals
	2.5 Identify existing resources, adapt them and use them in an imaginative and flexible manner within the directions of the speech pathologist
	2.6 Make resources as directed by speech pathologist
	2.7 Ensure resources are not hazardous to the individual or others, and satisfy health and safety requirements
3. Support the use of augmentative and alternative communication systems	3.1 Identify the type of communication system used by a client prior to making contact
	3.2 Make appropriate power supply available
	3.3 Prepare appropriate resources and equipment to facilitate communication via the communication system
	3.4 Set out equipment and furniture for client comfort and optimum access to the communication system, in line with health and safety procedures and guidelines and according to the directions of the speech pathologist
	3.5 Liaise with the speech pathologist and other relevant health professionals to assist the client to access the system in regard to physical comfort and any specific positioning and mobility requirements
	3.6 Use appropriate mode of communication in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	communicating with the client
4. Comply with supervisory requirements	4.1 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge
	4.2 Report client difficulties to the supervising allied health professional for advice before continuing the program
	4.3 Participate in supervision processes with the treating allied health professional in accordance with organisational protocol
5. Clean and store equipment	5.1 Clean any material and equipment according to manufacturers requirements
	5.2 Store material and equipment according to manufacturers requirements and organisation protocols
	5.3 Report equipment faults to appropriate person
6. Document client information	6.1 Use accepted protocols to document information relating to the program to assist with the use of a communication system in line with organisation requirements
	6.2 Use appropriate terminology in reporting

Foundation Skills

The Foundation Skills describe 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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTAHA014 Assist and support the use of augmentative and alternative communication systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

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 therapeutic guidance for 3 clients in the use of communication systems under the direction of a speech pathologist, 1 in a simulated environment and 2 in the workplace, including:
  - positioning the client and managing the environment for optimum use of a communication system
  - designing and making communication systems to meet individual needs
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- communication needs of clients with congenital, developmental, acquired and progressive disabilities
- augmentative and alternative communication (AAC) systems and strategies available
- criteria used in the selection and application of AAC devices for people with complex communication needs
- work health and safety (WHS) policies and procedures that relate to the allied health assistant's role in implementing speech therapy programs

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Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the speech pathologist and/or occupational therapist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA015 Deliver and monitor a hydrotherapy program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

Application

This unit describes the skills and knowledge required to support individuals and groups participating in hydrotherapy programs designed to restore optimum movement and functional independence.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for hydrotherapy program	1.1 Confirm program requirements against the prescribed information provided by the allied health professional 1.2 Confer with allied health professional if requirements outlined in the program are not clear, do not take into account client needs and abilities or are beyond scope of role and responsibilities as defined by the organisation 1.3 Determine the clients' availability, according to the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	organisation's protocols
	1.4 Gather necessary equipment for the program
	1.5 Prepare the setting for the program
	1.6 Ensure adequate staff are present to meet organisation's staff: client ratio requirements
	1.7 Obtain consent from the clients before commencing the program
2. Conduct the hydrotherapy program	2.1 Assist with program according to the instruction of treating allied health professional
	2.2 Explain the purpose, rationale and requirements of each part of the program to the clients
	2.3 Assist clients in and out of the pool safely and efficiently according to organisation manual handling policy and treatment goals
	2.4 Guide the clients to complete the program according to prescribed treatment plan
	2.5 Demonstrate components of hydrotherapy to client
	2.6 Provide the clients with sufficient time, opportunity and encouragement to practice existing and newly developed skills
	2.7 Observe client movement through water and provide feedback to reinforce understanding and the correct application of the program
	2.8 Monitor the clients during and after the program according to the prescribed treatment plan
	2.9 Identify and manage client adherence issues
	2.10 Identify the need for adjustment to the program and report to the treating physiotherapist in a timely manner
	2.11 Recognise when client becomes distressed, in pain or communicates their desire to slow down, change activity or stop by following stepping down procedures outlined in treatment plan or organisational guidelines
	2.12 Take appropriate and prompt action in response to any indicators of adverse reaction to the hydrotherapy

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	according to relevant protocols and guidelines
3. Respond to an aquatic emergency	3.1 Support the person(s) in difficulty as quickly as possible
	3.2 Remove any other individuals from danger
	3.3 Assess the factors involved in a water rescue, the type of rescue required and any equipment needs
	3.4 Identify hazards and take appropriate action to prevent further injury/harm to the casualty
	3.5 Perform water rescue
	3.6 Observe and describe the condition of the casualty to first aid provider
	3.7 Where necessary contact emergency services as soon as possible
	3.8 Record and report the incident according to, legislative, regulatory and organisation requirements
4. Assist client after hydrotherapy session	4.1 Identify support needs of client following a hydrotherapy session
	4.2 Provide support with mobility, showering and dressing
5. Comply with supervisory requirements	5.1 Provide client progress feedback to the treating allied health professional
	5.2 Report client difficulties and concerns to the treating allied health professional
	5.3 Implement variations to the program according to the advice of the treating allied health professional
6. Clean and store equipment	6.1 Clean equipment according to manufacturer's recommendations
	6.2 Store equipment according to manufacturer's

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	recommendations and the organisation's protocols
	6.3 Check and maintain equipment according to organisation protocols
	6.4 Report equipment faults to the appropriate person
7. Report and document information	7.1 Report suggested adjustments to hydrotherapy program, together with rationale, to the responsible allied health professional
	7.2 Provide client progress feedback to the treating allied health professional
	7.3 Report client difficulties and concerns to the treating allied health professional
	7.4 Implement variations to the program according to the advice of the treating allied health professional
	7.5 Document information about the program according to the organisation's protocols
	7.6 Use appropriate terminology to document symptomatic expression of identified problems related to the therapeutic program

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for HLTAHA015 Deliver and monitor a hydrotherapy program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

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:

- conducted 3 hydrotherapy programs, 1 in a simulated environment and 2 in the workplace
- responded to 2 different aquatic emergencies in a simulated environment
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- the physiological effects and benefits of active functional exercise
- principles of biomechanics, including:
  - mass
  - force
  - speed
  - acceleration
  - work
  - energy
  - power
  - strength

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    - momentum
    - force arm
    - resistance arm
    - axis of rotation
    - cam
    - pulley
- basic musculo-skeletal anatomy, including:
    - joint types and function
    - major bones
    - major muscles
    - major joints
- anatomical terminology, including:
    - flexion
    - extension
    - rotation
    - abduction
    - adduction
    - circumduction
    - inversion
    - eversion
    - pronation
    - supination
    - horizontal flexion
    - horizontal extension
- therapeutic exercise principles
- principles of exercise program design, including:
    - FITT formula – frequency, intensity, time, type
    - program phases – preparation, conditioning, recovery, adaptation
    - program types – sets and reps, circuit, single set to failure, matrix
- principles and effects of movement in water as related to hydrotherapy
- the psychological effects of disability due to injury or disease and strategies used to cope with this
- the signs of adverse reaction to different programs and treatment
- relevant guidelines and reporting requirements, including Australian Physiotherapy Association (APA) Guidelines
- factors that facilitate an effective and collaborative working relationship
- policy and procedures in relation to:
    - infection control as it relates to the allied health assistant's role in assisting with hydrotherapy programs
    - other specific organisation policies or procedures, including supervisory and reporting protocols

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- legal and ethical considerations relevant to allied health:
  - duty of care
  - informed consent
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations including other allied health team members and nursing, medical and other personnel
  - work health and safety (WHS):
    - manual handling including identification and control of manual task risk factors

Assessment Conditions

The following aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under direction and supervision (direct, indirect, remote) as determined by the physiotherapist and/or occupational therapist:

- conducted 1 hydrotherapy program

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - hydrotherapy venue and equipment
  - emergency procedures
- modelling of industry operating conditions and contingencies, including:
  - provision of services to real people
  - scenarios for evacuation and other emergency situations that might occur

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA016 Support the fitting of assistive equipment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to work with clients, their carers and other members of a multi-disciplinary team where appropriate, to assist with fitting assistive equipment to meet individual client needs.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian / New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for fitting of assistive equipment	1.1 Confirm assistive equipment details and fitting requirements against the prescribed information provided by the allied health professional 1.2 Confirm with allied health professional specific client needs and abilities 1.3 Confer with allied health professional if fitting requirements are outside scope of role and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	responsibilities as defined by the organisation
	1.4 Determine the clients' availability, according to the organisation's protocols
	1.5 Gather assistive equipment and any equipment required for fitting
	1.6 Prepare the setting for the fitting and instruction for use
	1.7 Obtain consent from the clients before commencing the fitting
2. Fit assistive equipment	2.1 Provide client with the assistive equipment
	2.2 Confirm the suitability of fit, size and that operation of equipment meets expected performance parameters and prescription and conforms to the manufacturer's guidelines
	2.3 Confirm the assistive equipment is in safe working order within the user environment
	2.4 Obtain relevant measurements and data where adjustments are required
	2.5 Restrict equipment functions for initial or trial periods to enable familiarity and ensure safety
	2.6 Document and report the process and outcomes of fitting ensuring that arrangements for further action are implemented
	2.7 Document maintenance periods and requirements for the assistive equipment
	2.8 Identify any faults and complete necessary documentation
	2.9 Confirm that client (and carer) have relevant documentation and understand any further action that needs to be taken
3. Support client to use assistive equipment	3.1 Explain and reinforce information about the use of the assistive equipment, in a manner, and at the level and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	pace, appropriate for the client
	3.2 Confirm client understanding and answer any questions
	3.3 Confirm that the assistive equipment is clean and in good working order for the client's requirements before use
	3.4 Label, remove from use and report defective assistive equipment to the appropriate person, and ensure an alternative is supplied as promptly as possible
	3.5 Remove and minimise potential hazards in the immediate environment
	3.6 Educate client and carers in the safe use, transportation and maintenance of the assistive equipment within the context of the users' indoor and outdoor environments
	3.7 Offer appropriate constructive feedback, encouragement and reinforcement
	3.8 Provide safe physical support to enable the client to use the assistive equipment
	3.9 Identify incorrect use and give verbal feedback and physical guidance
	3.10 Monitor the effectiveness of the assistive equipment and report any problems to the appropriate person with minimum delay
	3.11 Report any adverse effect, and major progress to the appropriate member of the care team
	3.12 Recognise when client becomes distressed, in pain or communicates their desire to slow down, change activity or stop and follow stepping down procedures outlined in treatment plan or organisational guidelines
	3.13 Agree relevant trial period and review periods to co-ordinate with client treatment plan
4. Complete basic assistive equipment construction and modification	4.1 Obtain equipment construction or modification specifications from allied health professional
	4.2 Confirm requirements with allied health professional

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.3 Procure materials required for basic equipment construction and modifications
	4.4 Complete construction and modifications according to specifications
	4.5 Seek support from allied health professional if difficulty arises meeting the specifications
	4.6 Check completed construction and modifications with allied health professional
	4.7 Complete and file any required documentation, according to organisation protocols
5. Comply with supervisory requirements	5.1 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge
	5.2 Report client difficulties to the supervising allied health professional for advice before continuing the program
	5.3 Participate in supervision processes with the treating allied health professional in accordance with organisational protocol
6. Clean and store assistive equipment after use	6.1 Clean assistive equipment according to manufacturer’s recommendations, infection control requirements and organisation protocols
	6.2 Store assistive equipment according to manufacturer’s recommendations and the organisation’s protocols
	6.3 Report faults to the appropriate person and complete necessary documentation
7. Report and document information	7.1 Report suggested adjustments to assistive equipment, together with rationale, to the supervising allied health professional
	7.2 Provide client progress feedback to the supervising

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	allied health professional
	7.3 Report client difficulties and concerns to the treating allied health professional
	7.4 Implement variations to the assistive equipment according to the advice of the treating allied health professional
	7.5 Document information about the client use of the assistive equipment according to the organisation's protocols

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA016 Support the fitting of assistive equipment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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:

- fitted, tested and adjusted assistive equipment to 3 clients with different conditions and equipment requirements, 1 in a simulated environment and 2 in the workplace
- educated 3 clients, 1 in a simulated environment and 2 in the workplace, in the use of a range of assistive equipment
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- how to evaluate the user environment and the importance and methods of making the environment safe for use of the assistive equipment
- principles associated with fitting and using specific equipment, or where to access information relating to the range of assistive equipment, associated systems and purpose
- how to fit, test and adjust assistive equipment to meet individual needs, including the range of measurements required to prepare a specification for modification or adjustment to the original prescription
- the principles of movement, mobility, posture management and special seating, including an understanding of balance and gait

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- the range, associated systems and purpose of assistive equipment
- the psychological effects of disability due to injury or disease and strategies used to cope with this
- the signs of adverse reaction to different programs and treatment
- factors that facilitate an effective and collaborative working relationship
- organisation policy and procedures in relation to:
  - infection control as it relates to the allied health assistant's role in assisting with fitting assistive equipment
  - other specific organisation policies or procedures, including supervisory and reporting protocols
- legal and ethical considerations relevant to allied health:
  - duty of care
  - informed consent
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations including other allied health team members and nursing, medical and other personnel
  - work health and safety (WHS):
    - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote) as determined by the allied health professional qualified to fit specific equipment (physiotherapist, audiologist, occupational therapist).

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and a range of assistive equipment
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA017 Assist with social work

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required by a social work assistant in undertaking support tasks delegated by a social worker.

This unit applies to social work assistants working in a health or community context. Depending on the setting, work will be under the regular (direct, indirect or remote) supervision of a social worker.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Provide assistance to clients	1.1 Assist clients, carers and families to access organisation services 1.2 Provide accurate information to clients regarding available services 1.3 Assist clients, carers and families with completion of paperwork 1.4 Assist clients to access emergency assistance, including financial assistance where required

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Provide assistance to social workers	2.1 Provide a range of screening assessments as directed by the supervising social worker 2.2 Contact external providers of care services, as well as community and government agencies, in order to provide access and information for clients 2.3 Collect and collate information regarding available services, keep up to date and provide to clients 2.4 Provide information and education to clients as determined by the supervising social worker 2.5 Provide assistance to social workers in case management activities 2.6 Assist social workers with activities relating to patient discharge and flow
3. Assist a multidisciplinary team	3.1 Work with social workers, other health professionals, and other team members to ensure high quality client outcomes 3.2 Attend and participate effectively in case conferences, team meetings and quality improvement activities 3.3 Work within the scope of own role, with regard to professional boundaries and organisation policies and procedures
4. Complete required administrative activities	4.1 Collect and accurately record information provided by clients 4.2 Follow confidentiality and privacy requirements in relation to client information 4.3 Complete client records, databases and other documentation within legal and organisation requirements 4.4 Maintain statistics in accordance with organisation policies and procedures

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Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA017 Assist with social work

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 3 social work clients, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- policy and procedures in relation to infection control
- services available for referral, both within the organisation and in the community, including:
  - Centrelink, Medicare and other government agencies, and the services they provide
  - community based organisations with a focus on particular client groups
- word processing programs, spreadsheets and databases commonly used in an organisation and correct use to accurately complete tasks
- concepts of cultural awareness, cultural safety and cultural competence and how these can impact work
- commonly used screening assessment tools, their purposes and application
- legal and ethical considerations relevant to allied health:
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations of self and other team members including nursing, medical and other personnel and their scope of practice

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- work health and safety

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote) as determined by the social worker.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including screening assessments
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTNA302D/HLTNA304D. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assist with the planning and evaluating appropriate meals and menus based on the Australian Dietary Guidelines, and other dietary guidelines, in consultation with a dietitian to meet the nutritional needs of individuals within client groups. It involves the selection and planning of balanced meals, general menu planning principles and the development and evaluation of menus.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the nutrients and food group serves	1.1 Categorise foods according to food groups, identifying key nutrients by each food group and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
recommended for good health for client groups	individual foods within that group 1.2 Identify recommended serves of various food groups for client group, in consultation with a dietitian
2. Plan and develop menus in accordance with relevant dietary guidelines	2.1 Plan menus according to menu planning principles 2.2 Select food preparation and cooking methods in consultation with food production personnel to maintain maximum nutritional value of foods 2.3 Plan meals and menus to minimise nutrient imbalance, incorporating relevant dietary guidelines 2.4 Plan meals and food group serves to meet the nutritional needs of individuals within client groups 2.5 Discuss and confirm menu plans with the dietitian
3. Identify food-related cultural and religious needs of client groups	3.1 Identify client group, use correct terminology and observe cultural customs 3.2 Consider cultural groups and general characteristics of their cuisine 3.3 Identify dietary regimes and factors associated with cultural and religious groups that may influence food choices 3.4 Plan and modify meals and menus to meet specific cultural and religious needs of client group in line with organisational guidelines
4. Evaluate meals and menus	4.1 Follow processes defined by dietitian to evaluate meals and menus to ensure they meet nutritional requirements of client groups 4.2 Follow processes defined by dietitian to evaluate meals and menus to ensure they meet cultural and religious needs of the clients 4.3 Follow processes defined by dietitian to evaluate meals and menus to ensure client satisfaction

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.4 Evaluate meals and menus to ensure feasibility of production in relation to equipment, time and skills as well as budgetary constraints
	4.5 Make adjustments to menu according to findings and the dietitian's directions

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTNA302D/HLTNA304D. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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 the direction of a dietitian):

- planned, developed and evaluated menus for 3 client groups, 1 in a simulated environment and 2 in the workplace, based on organisational food, nutrition and special diet guidelines or the *Australian dietary guidelines* for provision of appropriate food for client groups(s)
- planned and modified meals and menus for at least 2 clients with specific cultural and/or religious food-related requirements in a simulated environment
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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 include knowledge of:

- relevant organisational food, nutrition and special diet guidelines
- *Australian dietary guidelines*
- cooking methods and equipment
- food preparation and food service systems
- principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration

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- common fluid and food restrictions
- costing procedures
- how to recognise malnutrition
- policy and procedures in relation to:
  - infection control and food safety program as they relate to assisting with meals, menus and dietary guidelines
  - other specific organisation policies or procedures, including supervisory and reporting protocols
- range of menus and menu items
- standardised recipes
- various cultural and religious requirements in relation to food, relevant to the profile of the community served by the organisation including:
  - halal
  - types of vegetarianism (ovo-lacto, lacto or vegan)
  - kosher
- legal and ethical considerations relevant to allied health:
  - privacy, confidentiality and disclosure
  - work health and safety (WHS)

Assessment Conditions

The following aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian:

- plan, develop and evaluate one menu based on organisation food, nutrition and special diet guidelines or the *Australian dietary guidelines* for provision of appropriate food for client

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - food safety standards and procedures
  - manufacturers' manuals and recommendations for equipment
  - food packaging and storage requirements
  - work plan
  - menu planning tools
  - individualised plans and any relevant equipment in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

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HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to modify meals and menus to meet the nutrition requirements of specific client groups and monitor this against the individualised plans.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify conditions and specific needs of client groups	1.1 Identify the conditions commonly encountered by the client group requiring an individualised plan or dietary modification 1.2 Identify groups at risk of nutritional deficiencies and nutrient imbalance contributing to common lifestyle

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
	diseases and disorders
	1.3 Identify dietary factors associated with common lifestyle diseases and/or diet related chronic diseases and other nutrition-related conditions, food intolerances, allergies
	1.4 Identify special nutritional and dietary needs for conditions encountered by the client group
	1.5 Report dietary and nutrition issues and needs to the dietitian
2. Modify meals and menus according to individualised plan	2.1 Consult with dietitian to address the identified risks and needs of client groups
	2.2 Modify meals and menus to meet the nutritional and dietary needs of the client group using relevant guidelines
	2.3 Assess meals and menus for their suitability for texture modification to meet special nutritional and dietary needs, using relevant guidelines
	2.4 Incorporate sufficient choices of dishes and drinks in to menus for special needs, using relevant guidelines
	2.5 Provide information regarding individualised plan to client when appropriate and as directed by dietitian or relevant health professional
3. Monitor and report on client status and acceptance of individualised plan	3.1 Provide feedback about changes to, needs, food preferences and individualised plan to food services and to dietitians
	3.2 Report the acceptability, tolerance and consumption of meals by the client to the dietitian or relevant health professional
	3.3 Identify problems which may affect the client's ability to eat or drink to the dietitian and/or other relevant health professional, according to organisation policies and procedures
	3.4 Provide feedback on consistently poor client meal choices to the dietitian

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.5 Follow systems designed by a dietitian to monitor, document on client nutritional status
	3.6 Monitor the nutrition status of clients using standard and validated tools and nutritional indicators
	3.7 Report the progress of client nutritional status to the dietitian, and/or other health professional according to organisational protocols and timeframes

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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 the direction of a dietitian):

- planned and modified meals and menus according to at least 3 individualised plans, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- *Australian dietary guidelines* and other relevant guidelines
  - cooking methods and equipment
  - food preparation and food service systems
  - principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- common fluid and food restrictions
- texture modification
- oral nutrition support products and enteral feeds
- aspects of physical and mental condition, which might affect a client' ability to eat and/or feed oneself, including:

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  - arthritis
  - broken bones
  - confusion
  - pain
  - poor dentition
  - pressure sores
  - recovery from stroke
  - swallowing problems
- range of menus and menu items
- various cultural requirements in relation to food, relevant to the profile of the community served by the organisation

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - food safety and standards and procedures
  - manufacturers' manuals and recommendations for equipment
  - food packaging and storage requirements
  - work plan
  - individualised plans and any relevant equipment outlined in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA020 Support food services in menu and meal order processing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTNA305D/HLTNA301D. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to implement meal order systems, distribute and process general and therapeutic menus and meal orders, distribute food and monitor client satisfaction.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Distribute and collect general menus and/or meal orders for clients	1.1 Distribute menus to clients, or use meal order systems, according to established routines and procedures 1.2 Provide guidance to client, to ensure that meal

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
	choices are consistent with the individualised plan
	1.3 Provide assistance to client with specific cultural and/or religious requirements in accordance with organisation guidelines and report any problems meeting these needs to supervisor immediately
	1.4 Collect menus and/or meal orders and assist clients with placing orders and marking menus as appropriate in line with role
	1.5 Distribute and collect menus for clients receiving diet or nutrition care according to established routines and procedures
	1.6 Record and provide feedback regarding food preferences and consistently poor menu and/or meal choices to the appropriate person
2. Implement nutrition support services	2.1 Collate menus and meal orders, including orders for clients receiving diet therapy or nutrition support
	2.2 Provide information to support the delivery of menu items chosen by the client, according to established routines and procedures
	2.3 Check meal orders for accuracy against the individualised plan developed by a dietitian, or other health professional
	2.4 Tally, collate and report menu items
3. Prepare and deliver nutrition supplements	3.1 Prepare, supply and deliver nutrition supplements according to organisation procedures and dietitian's instructions
	3.2 Discard out of date nutrition support items and information
	3.3 Report any significant wastage to the appropriate personnel in accordance with role and organisation requirements
	3.4 Maintain the workplace in a clean and tidy order to meet workplace standards

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Comply with personal hygiene standards and food safety program	4.1 Prepare nutrition supplements and provide support services according to the food safety program 4.2 Identify and report processes and practices that are not consistent with the food safety program 4.3 Take corrective action according to the food safety program and within level of responsibility 4.4 Comply with personal hygiene requirements of the food safety program 4.5 Report health conditions and/or illness according to the food safety program 4.6 Wear clothing and footwear appropriate for food handling tasks and according to the food safety plan
5. Communicate changes in meal order, including meals for clients receiving diet therapy or nutrition support	5.1 Maintain knowledge of client admissions, transfers and discharges 5.2 Process meal orders for food services 5.3 Provide information to support the delivery of chosen menu items to the food service within the required time frame
6. Monitor client satisfaction with food services	6.1 Collect client satisfaction, using standard and validated tools 6.2 Regularly monitor overall levels and changes in client satisfaction 6.3 Provide feedback regarding overall levels and changes in levels of satisfaction to the appropriate person 6.4 Use relevant feedback from clients to revise menus

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Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA020 Support food services in menu and meal order processing

Modification History

Release	Comments
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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 (under the direction of a dietitian):

- distributed menus or used other systems with clients to collect meal orders, processed therapeutic meal orders and delivered food orders to at least 3 clients, 1 in a simulated environment and 2 in the workplace
- prepared different nutritional supplements for at least 3 clients, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- *Australian dietary guidelines*
- organisation policy and procedures in relation to:
  - infection control as it relates to the allied health assistant's role in assisting with food services and menu and meal planning
  - food, nutrition and special food guidelines

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    - other specific organisation policies or procedures, including supervisory and reporting protocols
- safe food handling

inter-relationships between food services and nutrition services, dietary departments concerning menu and meal order processing procedures, food production and delivery schedules

- range of menus, and menu items and different types of menu management systems
- various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- feedback processes or systems used within the organisation
- legal and ethical considerations relevant to allied health:
    - privacy, confidentiality and disclosure
    - work health and safety:
        - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - food safety and standards and procedures
    - manufacturers' manuals and recommendations for equipment
    - relevant clothing and footwear
    - individualised plans and any relevant equipment outlined in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA021 Assist with screening and implementation of therapeutic diets

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assess nutritional requirements of clients and participate in the implementation of therapeutic diets.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with basic nutrition risk screening	1.1 Confirm the client group for screening with a dietitian 1.2 Use the organisation's established screening documentation to gather client information 1.3 Consult with other appropriate staff before conducting the screening

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Explain the screening purpose and process to the client and seek feedback to determine their understanding
	1.5 Conduct the screening using language appropriate to the client's needs
	1.6 Seek appropriate assistance if client participation issues arise
2. Use screening results to determine nutritional risk according to organisation protocol	2.1 Use screening results to determine level of risk for clients
	2.2 Inform dietitian of at risk clients in a timely manner and according to organisation protocols
	2.3 Implement re-screening
	2.4 Complete screening forms and organise screening information
3. Provide nutrition support services for at risk clients under supervision of a dietitian and organisation protocol	3.1 Select appropriate nutrition support item or services
	3.2 Implement nutrition intervention and communicate with food services
	3.3 Prepare nutrition support item
4. Comply with supervisory requirements	4.1 Provide all assistance according to the instruction of dietitian and the individualised plan
	4.2 Provide feedback to the dietitian regarding client progress
	4.3 Seek client feedback about the tolerance of the nutrition support intervention and feedback to dietitian
	4.4 Seek assistance when client presents with needs or signs outside limits of own authority or competence
	4.5 Report client difficulties and concerns to the dietitian
	4.6 Implement variations to the individualised plan under the direction of the dietitian

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Clean and store materials and equipment	5.1 Use and clean any equipment according to manufacturer's requirements
	5.2 Store materials and equipment according to manufacturer's requirements and organisation protocols
	5.3 Report equipment problems or faults to appropriate person
6. Document client information	6.1 Use accepted protocols to report information in line with organisation requirements
	6.2 Use appropriate terminology to document client response to screening
	6.3 Maintain client records, according to organisation requirements

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA021 Assist with screening and implementation of therapeutic diets

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

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 the direction of a dietitian):

- assisted with nutrition screening of 3 clients, 1 in a simulated environment and 2 in the workplace
- prepared and/or provided nutrition support services, including preparing dietary supplements, to 3 clients, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- principles of:
  - the impact of diet on health
  - fluid intake
  - rehabilitation
  - an individualised plan
- significance of nutritional risk indicators, including
  - weight loss
  - weight gain

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    - appetite
    - bowel function
    - biochemical indicators
    - allergies and intolerances
    - swallowing issues
- organisation policies and procedures in relation to:
    - screening and assessment
    - other specific organisation policies or procedures, including supervisory and reporting protocols
- supplements, including supplement equivalents, and their use
- special diets and their importance to a client's health, including:
    - texture modified diets (TMDs) and national standards for TMD
    - high energy
    - high protein
    - modified salt, protein or potassium
    - diets for food intolerances including gluten free, fructose malabsorption, and lactose free
- workings and protocols of the food service system
- legal and ethical considerations relevant to allied health:
    - privacy, confidentiality and disclosure
    - work health and safety:
        - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - food safety and standards and procedure
    - manufacturers' manuals and recommendations for equipment
    - food packaging and storage requirements
    - screening forms
    - nutrition supplements
    - individualised plans and any relevant equipment outlined in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

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HLTAHA022 Prepare infant formulas

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to make up infant formulas and educate parents and/or carers in preparation requirements.

This unit applies to allied health assistants and work will be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare infant formulas	1.1 Identify appropriate recipe to meet infant requirements 1.2 Seek clarification from dietitian or referral source 1.3 Check measuring equipment for accuracy 1.4 Make up formula strictly according to the precise measurement requirements of the recipe

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.5 Comply with infection control requirements according to organisation protocols
	1.6 Deliver the formula to the appropriate location
2. Clean and store work area, materials and equipment	2.1 Clean all surfaces and equipment with appropriate products as per food safety program, and according to organisation protocols and manufacturers requirements
	2.2 Demonstrate work health and safety procedures for chemicals
	2.3 Check all equipment for proper operation and report any faults or conditions to the appropriate person
	2.4 Maintain the imprest stock system required in the formula area
	2.5 Store equipment and formulas according to food safety program, manufacturer's requirements and organisation protocols
3. Educate client and/or carer in the preparation, use and storage of nutrition formulas	3.1 Determine a time for the education of parent and/or carer
	3.2 Gather all materials and products required for education and discharge
	3.3 Prepare recipe instructions and details in a manner and style that will be practical for the home and understood by the parent and/or carer
	3.4 Guide parent and/or carer through the preparation, use and storage of infant formulas
	3.5 Check to ensure that the parent and/or carer understands the requirements
	3.6 Organise any necessary follow up arrangements or feedback to the referrer
4. Comply with supervisory requirements	4.1 Seek parent and/or carer feedback about the infant formula

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	4.2 Provide parent and/or carer feedback to the dietitian
	4.3 Implement variations under the direction of the dietitian
5. Document client information	5.1 Use accepted protocols to report information in line with organisation requirements
	5.2 Use appropriate terminology to document information
	5.3 Maintain client records according to organisation requirements

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA022 Prepare infant formulas

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

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 the direction of a dietitian):

- made up 3 infant formulas according to prescribed recipe and using precise measurement as per referral, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- the importance of:
  - accurate formula preparation and need for the correct formula
  - aseptic conditions
- different infant formulas and their use, including but not limited to:
  - elemental
  - semi-elemental
  - polymericspecialist
- organisation policy and procedures in relation to:
  - infection control and food safety program as they relate to assisting with meals, menus and dietary guidelines

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  - other specific organisation policies or procedures, including supervisory and reporting protocols
- legal and ethical considerations relevant to allied health:
  - privacy, confidentiality and disclosure
  - work health and safety:
    - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - recipes and equipment for the preparation of infant formulas
  - food safety standards and procedures
  - manufacturers' manuals and recommendations for equipment
  - food safety program

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA023 Support the provision of basic nutrition advice and education

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to support the provision of basic nutrition education to clients receiving diet therapy from a dietitian.

This unit applies to allied health assistants and work will be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise appropriate resources for dietary education	1.1 Obtain client education requirements from the dietitian 1.2 Check with the dietitian for details of the education process, timing of the process and monitoring and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	evaluation requirements
	1.3 Check with the dietitian for details about possible client indicators that may need to be considered
	1.4 Gather basic educational materials and products according to the directions of the dietitian
	1.5 Develop or modify resources under the direction of the dietitian
	1.6 Check with the dietitian that materials and products are appropriate for the client's setting
	1.7 Determine client availability
2. Assist with the provision of basic and scripted dietary and nutrition information and/or education to the client	2.1 Confirm the purpose of the information or education, based on the individualised plan with the client
	2.2 Guide the client to ensure that meal choices are consistent with the individualised plan designed by the dietitian
	2.3 Provide practical dietary education to support meal and food choices consistent with individualised plan
	2.4 Use appropriate nutrition and dietetic resources and equipment
	2.5 Seek feedback on the client's understanding
3. Monitor client response to the information and/or education	3.1 Use appropriate strategies to monitor client according to individualised plan
	3.2 Identify client deviations from the individualised plan and report to dietitian
	3.3 Identify other indicators requiring dietary intervention in line with organisation procedures and protocols
	3.4 Report identified indicators for dietary intervention to the dietitian
	3.5 Seek client feedback on satisfaction with the dietetic service

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Comply with supervisory requirements	4.1 Provide all assistance according to the instruction of dietitian 4.2 Provide feedback to the dietitian regarding client progress 4.3 Seek assistance when client presents with needs or signs outside limits of own authority or competence 4.4 Report client difficulties and concerns to the dietitian 4.5 Implement variations to the education program and material under the direction of the dietitian
5. Clean and store materials and equipment	5.1 Use and clean any equipment according to manufacturers requirements 5.2 Store educational materials and any equipment according to manufacturers requirements and organisation protocols 5.3 Report equipment faults to appropriate person 5.4 Report educational material requirements such as need to re-stock according to organisation protocols
6. Document client information	6.1 Use accepted protocols to report information in line with organisation requirements 6.2 Use appropriate terminology to document client response to the information and/or education

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for HLTAHA023 Support the provision of basic nutrition advice and education

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

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 the direction of a dietitian):

- used appropriate materials and equipment and followed procedures to provide nutrition information and/or education to 3 different clients, 1 in a simulated environment and 2 in the workplace
- communicated effectively while providing nutritional information and education
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- anatomy and body systems
- nutrition principles
- cultural diets and restriction
- human behaviour and social/interpersonal behaviour
- the nutritional composition of food
- food safety
- organisation policy and procedures in relation to:

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  - infection control and food safety as they relate to assisting with nutritional advice and education
  - other specific organisation policies or procedures, including supervisory and reporting protocols
- client individualised plans, goals and limitations of diet therapy
- contra-indications of diet therapy
- appropriate use of equipment, materials and resources
- legal and ethical considerations relevant to allied health:
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations of self and other allied health team members
  - work health and safety (WHS):
    - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA024 Work within a community rehabilitation environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to work with clients to support rehabilitation within the community according to a rehabilitation plan.

This unit applies to workers in the community and should be performed under the direction and supervision (direct, indirect or remote) of a health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work within a multidisciplinary team	1.1 Identify the roles of health professionals within the multidisciplinary team 1.2 Identify the range of support inputs required for the client's rehabilitation, relevant to own role and responsibilities

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Identify the range of supervisory requirements associated with supporting the implementation of a client's rehabilitation plan, in collaboration with the supervising health professional
	1.4 Clarify the nature of supervisory relationships with all professional workers
	1.5 Clarify additional people to be included in communication regarding the implementation of a client's rehabilitation plan
	1.6 Provide feedback to relevant others according to the rehabilitation plan, including observation of client status and progress and feedback provided by the client and/or significant others
2. Provide holistic support to clients within the context of the rehabilitation plan	2.1 Identify the range of service inputs required to support a client's rehabilitation plan
	2.2 Identify the interrelationship between a range of service inputs and other supports
	2.3 Identify additional client requirements outside the rehabilitation plan and discuss with the supervising health professional
	2.4 Provide client with information to meet educational needs, according to the rehabilitation plan
	2.5 Engage professional interpreters when required to support cultural and linguistic diversity
3. Address risk identification, hygiene and infection control issues in home care and community settings	3.1 Identify risks associated with working with the client in their home and community in accordance with local safety protocols
	3.2 Develop and implement risk management plan in consultation with the supervising health professional and in conjunction with the client and in accordance with local protocols and procedures
	3.3 Maintain personal hygiene and dress standard according to infection control and organisation requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.4 Wear personal protective equipment (PPE) correctly according to organisation requirements
	3.5 Report or initiate action within own area of responsibility, to redress any potential workplace hazards
4. Document client information	4.1 Use accepted protocols to document information relating to the rehabilitation program in line with organisation requirements
	4.2 Provide regular feedback to the client's care team
	4.3 Use appropriate terminology and format to document the client's progress, including any barriers or challenges to the rehabilitation plan

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA024 Work within a community rehabilitation environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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 involvement and participation of 3 clients, 1 in a simulated environment and 2 in the workplace, in the rehabilitation process within the context of rehabilitation plans
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- the importance and meaning of home and belongings to clients and the nature and significance of working in the client's home and community settings
- the importance and practice of participation, social justice and equity
- values and philosophies of community rehabilitation in practice
- different frameworks, approaches and models of community rehabilitation
- cross cultural issues in a community rehabilitation context
- community advocacy groups
- importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- international classification of functioning, disability and health
- organisation policy and procedures in relation to:

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  - infection control
  - PPE
  - risk assessment and risk management associated with working in client homes and the community
- legal and ethical considerations relevant to allied health:
  - duty of care
  - human rights
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations
  - work health and safety
- relevant national and/or state-based community services and programs and local community care services
- medico-legal and legal implications of working outside the plans, specifically treatment style plan

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote) as determined by the health professional.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including rehabilitation plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA025 Contribute to client flow and client information management in medical imaging

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support the efficient and timely flow of clients through a medical imaging unit.

This unit applies to workers assisting a medical imaging professional in a hospital or community based setting. It does not equip a worker to perform medical imaging. All work should be performed under direction and supervision as determined by a medical imaging professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Monitor procedure list to ensure best flow of clients	1.1 Input client data and information using the facility information management system following instructions from a medical imaging professional 1.2 Communicate with relevant stakeholders about client appointment times and availability according to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	instructions from a medical imaging professional 1.3 Answer questions about scheduling and specified client preparation requirements, referring all questions outside specified areas to relevant medical imaging professional 1.4 Liaise with office staff about client bookings, cancellations and rescheduling according to instructions from a medical imaging professional 1.5 Liaise with relevant parties about client transport requirements according to instructions from a medical imaging professional 1.6 Liaise with the relevant medical imaging professional about client flow requirements 1.7 Identify referral sources and client information requirements for the medical imaging process 1.8 Gather and process demographic client information prior to the medical imaging procedure 1.9 Process and dispatch medical imaging results accurately, according to a series of checking mechanisms to ensure the correct result is assigned to the correct client
2. Contribute to preparations for medical imaging procedure	2.1 Check accuracy of client identification and information according to organisation protocols and report any issues of concern appropriately 2.2. Complete a client preliminary interview according to instructions from a medical imaging professional 2.3 Identify special needs of clients and respond to and report according to organisation protocols and instructions from a medical imaging professional 2.4 Assist clients to change into gowns and/or scrubs according to client's needs 2.5 Escort clients to and from examination rooms 2.6 Assist with additional preparations, as required within scope of responsibility and under the direction of a medical imaging professional

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	2.7 Obtain and collate results of previous relevant imaging and pathology according to organisation policy and guidelines
3. Respond to client needs and reactions	3.1 Provide assurance and support to anxious clients within scope of responsibility and report to the medical imaging professional 3.2 Respond to and report challenging client behaviour according to organisation protocols 3.3 Report any other observations of concern regarding client status according to organisation protocols
4. Work safely in a medical radiation environment	4.1 Use individual work practices in a manner consistent with radiation protection principles 4.2 Comply with organisation's radiation management plan 4.3 Use required personal protective equipment (PPE) and personal monitoring in the medical imaging environment 4.4 Comply with all safety signs in the medical imaging environment 4.5 Report any concerns about radiation safety according to organisation protocols
5. Handle client information in a responsible manner	5.1 Scan medical imaging requests and input client data into the client data system 5.2 Input client demographics into digital imaging system 5.3 Print films and produce CDs, where necessary 5.4 Send imaging requests as required 5.5 Reconcile client information with other systems in line with organisation protocols 5.6 Input examination completion statistics according to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	instructions from a medical imaging professional
	5.7 Use language specific to medical imaging when dealing with client data and information
6. Maintain information in a responsible manner	6.1 File client information according to organisation protocols
	6.2 Organise client imaging data for clinical meetings
	6.3 Contribute to the maintenance of accurate copies of other relevant documents, such as telephone lists, according to organisation requirements
	6.4 Maintain client data and information in a manner that ensures confidentiality and is consistent with quality requirements

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA025 Contribute to client flow and client information management in medical imaging

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 the flow of 3 different clients, 1 in a simulated environment and 2 in the workplace, through a medical imaging unit
- assisted 3 different clients, 1 in a simulated environment and 2 in the workplace, to follow required radiation and safety 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:

- awareness and understanding of requirements for those dispensing ionising radiation to hold a Use License with the appropriate authority in that state/territory
- client issues that might affect the imaging process and how to respond within the organisation policies and protocols, including:
  - anxiety
  - confusion
  - hoist requirement
  - behaviours of concern
  - interpreter requirements
  - clothing requirements for imaging

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- client manual handling requirements for lifting and transferring in the medical imaging environment
- infection control requirements in the medical imaging environment
- information technology (IT) terms and meanings in relation to imaging file transfer and risks and ramifications of renaming files
- a range of medical imaging processes, what they are used for, the procedure and length of time to undertake the procedure and the images produced by each procedure, including:
  - general radiography
  - mammography
  - fluoroscopy
  - computed tomography (CT) scanning
  - magnetic resonance imaging (MRI) scanning
  - ultrasound
  - angiography
  - bone densitometry
- legal and ethical considerations relevant to medical imaging:
  - privacy, confidentiality and disclosure
  - work health and safety (WHS) requirements within the medical imaging environment, including personal safety requirements in an MRI environment and hierarchy of MRI field control measures
- personal radiation safety requirements in the medical imaging environment, including:
  - radiation protection principles
  - hierarchy of control measures
  - responsibilities of employees and employers under relevant regulations and codes of practice
  - emergency procedures
  - use and care of personal protective equipment and monitoring equipment
  - safety signs and their meaning
- principles and practices of effective client flow and list management
- quality requirements associated with the flow of clients in the medical imaging environment
- organisation policies and protocols in relation to client flow in medical imaging and work role
  - electronic and paper appointment management systems
  - processes for acquiring and processing previous client information
  - systems for filing client data and other information
  - protocols for the dispatch of client reports
- sterile technique requirements in the medical imaging environment
- sources of client data and information, including:
  - picture archiving and communication system (PACS)
  - radiology information system (RIS)

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- hospital information system (HIS)

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote) as determined by the medical imaging professional.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - medical imaging equipment and guidelines
  - radiation management plan
  - personal protective equipment
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHA026 Support the medical imaging professional

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to conduct activities essential for the functioning of a medical imaging environment, including, specialist cleaning, stock maintenance and set-up requirements.

This unit applies to workers assisting a medical imaging professional in a hospital or community based setting. It does not equip a worker to perform medical imaging. All work should be performed under direction and supervision as determined by a medical imaging professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to set-up for medical imaging	1.1 Assist with examination room preparation and tidiness 1.2 Refill medical imaging paper printer and film printer 1.3 Assist with the maintenance of hard copy film processor 1.4 Safely transport mobile X-ray and ultrasound

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	equipment
	1.5 Identify and report perceived equipment issues to the appropriate person
2. Clean medical imaging equipment and environment within scope of responsibility	2.1 Clean medical imaging equipment using appropriate materials and according to manufacturer's requirements according to instructions from a medical imaging professional
	2.2 Clean examination rooms as required
	2.3 Contribute to the maintenance of a tidy and clean medical imaging environment
	2.4 Conduct cleaning according to infection control requirements
	2.5 Document cleaning processes according to organisation protocols
	2.6 Use and dispose of cleaning materials and other waste according to manufacturer and organisation guidelines
3. Maintain medical imaging stock	3.1 Maintain levels of disposable stock according to organisation protocols
	3.2 Monitor medical imaging supplies and order where required
	3.3 Maintain adequate stocks of clean linen
	3.4 Monitor oxygen cylinders and order when required
4. Provide client support for the imaging process	4.1 Assist the medical imaging professional with client transfers and movement in a manner consistent with safety requirements, medical imaging requirements, relevant lifting policies and infection control requirements according to instructions from a medical imaging professional
	4.2 Assist with client and process needs during the medical imaging process under the direction of the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	medical imaging professional
	4.3 Ensure own actions do not compromise sterile field
5. Work safely in a medical radiation environment	5.1 Work in a manner consistent with radiation protection principles
	5.2 Comply with organisation's radiation management plan
	5.3 Use required personal protective equipment and personal monitoring in the medical imaging environment
	5.4 Comply with all safety signs in the medical imaging environment
	5.5 Report any concerns about radiation safety according to organisation protocols

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAHA026 Support the medical imaging professional

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 the functioning of a medical imaging environment by conducting set up, equipment cleaning and stock control, in 1 simulated environment and then in 1 workplace

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:

- awareness and understanding of requirements for those dispensing ionising radiation to hold a Use License with the appropriate authority in that state/territory
- different medical imaging processes, what they are used for, the procedure and length of time to undertake the procedure and the images produced by each procedure, including:
  - general radiography
  - mammography
  - fluoroscopy
  - computed tomography (CT) scanning
  - magnetic resonance imaging (MRI) scanning
  - ultrasound
  - angiography
  - bone densitometry

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- personal radiation safety requirements in the medical imaging environment, including:
  - radiation protection principles
  - awareness of the hierarchy of control measures
  - responsibilities of employees and employers under relevant regulations and codes
  - emergency procedures
  - use and care of personal protective equipment (PPE) and monitoring equipment safety signs and their meaning
- legal and ethical considerations relevant to medical imaging:
  - privacy, confidentiality and disclosure
  - work health and safety (WHS) requirements within the medical imaging environment, including personal safety requirements in an MRI environment and hierarchy of MRI field control measures
- quality requirements associated with the maintenance of a medical imaging environment
- organisation policies and protocols in relation to aspects of medical imaging in own work role, including:
  - stock maintenance
  - specialist cleaning
  - set-up
  - infection control requirements for specialist cleaning

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote) as determined by the medical imaging professional.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - medical imaging equipment and guidelines
  - radiation management plan
  - PPE
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Reading:	• in order to interpret key information from policy and regulatory documentation
Oral communication:	• in order to communicate in a culturally acceptable manner with community members
Learning	• 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

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

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Unit Mapping Information

No equivalent unit.

Links

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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.

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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.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW002 Support clients to obtain access to health services

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Corrections to metadata and mapping. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

The Foundation Skills describe those required skills (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

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Writing	• in order to schedule client appointments • 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

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

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Corrections to metadata and mapping. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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

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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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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

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HLTAHW003 Provide basic health information to clients

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

The Foundation Skills describe those required skills (language, literacy, numeracy and

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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

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Assessment Requirements for HLTAHW003 Provide basic health information to clients

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:
    - nutrition and environmental health
    - individual health care planning
    - 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.

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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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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
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

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Numeracy	• in order to manage time and organise work tasks
Reading	• in order to interpret key information in workplace forms and procedures relevant to job role
Oral communication	• in order to listen to information and/or instructions from staff, clients and community members • in order to comprehend own role in the workplace in relation to the role of colleagues and team members
Learning	

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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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

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- 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 principles	2.1 Ensure primary health care principles underpin 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	Performance criteria specify the level of performance needed to demonstrate achievement of the element. 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 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

The Foundation Skills describe those required skills (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

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Links

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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

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  - 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 Standards for Registered Training Organisations (RTOs) 2015/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:

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- 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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 options available to the client	1.1 Use culturally appropriate and safe 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	communicating client information
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

The Foundation Skills describe those required skills (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.

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Unit Mapping Information

No equivalent unit.

Links

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW007 Undertake basic health assessments

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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	3.1 Accurately document client history and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
findings	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 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

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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

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

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Assessment Requirements for HLTAHW007 Undertake basic health assessments

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:
    - using a structured approach to assessment
    - taking and recording relevant details of client's history and current state, including body language
    - observing and assessing client's health in line with guidance
    - using correct procedures and protocols to examine common client presentations
    - using medical equipment correctly
    - taking standard precautions for infection control

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    - summarising and reporting findings in line with organisation procedures and protocols
  - interpret the outcomes of the assessment of each client by:
    - identifying any significant variations from normal range of assessment outcomes for each client
    - identifying and acting upon situations requiring urgent action according to organisation procedures
    - 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:
    - eliciting relevant information from client or documents
    - clearly explaining examination procedures and protocols to client
    - 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)

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  - 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:
    - temperature
    - pulse and respiration
    - blood pressure
    - blood glucose level
    - haemoglobin
    - weight and height
    - length
    - head and waist circumference
    - visual acuity and ear examination
    - peak expiratory flow rate (peak flow meter)
    - INR (a test for blood clotting)

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    - glycohaemoglobin
    - spirometry (measuring lung function)
    - 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 Standards for Registered Training Organisations (RTOs) 2015/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.

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Links

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HLTAHW008 Assist in planning and implementation of basic health care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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
	3.4 Report serious or potentially serious health problems as determined in organisational protocols
	3.5 Follow all organisational procedures supporting infection control and workplace health and safety
	3.6 Implement basic life-support and clinical treatments in line with organisational guidelines and limits of own ability and authority
	3.7 Assist clients requiring referral to gain access to appropriate service providers
4. Monitor effectiveness of care	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
	4.2 Communicate with client and/or significant others about the progress of or concerns about the care plan
	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
	4.4 Undertake effective networking and liaison with external health care and other service providers to facilitate client access to services
	4.5 Document client progress in the client's file in accordance with organisational policies and procedures

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Foundation Skills

The Foundation Skills describe those required skills (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 andture, pulse, blood pressure,temperature, pulse, blood pressure, respiratory rate and blood sugar level, blood 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

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

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:
    - gather information to assess health status
    - communicate care plan options
    - check the client and/or significant other's understanding of information provided
    - 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

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- 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:
    - 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 general impact of chronic conditions

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- 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:
  - temperature
  - pulse and respiration
  - blood pressure
  - blood glucose level
  - haemoglobin
  - weight and height
  - length
  - head and waist circumference
  - visual acuity and ear examination
  - 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:
  - basic mechanics of pregnancy and birthing
  - impact of smoking and alcohol in pregnancy

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  - impact of chronic conditions on pregnancy and birthing
  - basic newborn and infant care, including:
  - promotion of breast feeding
  - growth assessment
  - correct use of infant formula
- principles of:
  - aseptic technique
  - effective bandaging
  - 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:
  - 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 and resources of that working environment.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW009 Provide information about social and emotional support

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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
	1.2 Maintain client confidentiality at all times according to organisation procedures
	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
	2.2 Adapt delivery of information as required to facilitate understanding and address need
	2.3 Obtain further information as required to address identified needs
	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
	3.2 Provide immediate support to clients in crisis, in consultation with the health team and supervisor and in line with organisation procedures
	3.3 Provide clients with details of social and/or emotional support service providers in line with identified needs
	3.4 Offer immediate help to bereaved family members

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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
	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

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

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

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Assessment Requirements for HLTAHW009 Provide information about social and emotional support

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW010 Identify community health issues, needs and strategies

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	of the research
	3.4 Keep organisation informed of any community or ethical issues relating to research activities being planned or conducted in the community

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

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

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

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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:
  - 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 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:

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW011 Assist with basic health screening, promotion and education services

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 health information needs	1.1 Use culturally appropriate and safe communication and interaction when working with 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	partnership with the community
	3.3 Ensure service delivery meets community, legislative and organisation requirements
	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

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

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unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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:
  - 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 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW012 Assist with prevention and minimisation of substance misuse

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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.

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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

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

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW013 Respond to emergencies

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
6. Provide feedback on the emergency action plan	6.1 Provide feedback about the effectiveness of the emergency action plan to key people 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

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

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

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Assessment Requirements for HLTAHW013 Respond to emergencies

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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:
    - violence from individuals or groups
    - hazardous environmental incidents
    - car and other vehicle accidents
    - plane crashes
    - mining accidents
    - epidemic diseases
    - fire, floods, extreme weather, earthquakes and other natural disasters
    - bomb threats
    - any other situations which require an urgent response
- local disaster planning processes
- immediate actions to deal with the emergency, including:
    - evacuation from affected area
    - sheltering in a safe location
    - medical treatment
    - raising awareness (both within and externally) of the emergency faced by the community
    - securing a particular area within an organisation or community

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  - 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 Standards for Registered Training Organisations (RTOs) 2015/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:

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- 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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 on changes associated with ageing	2.1 Identify common problems 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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 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

The Foundation Skills describe those required skills (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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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:

- 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:

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- 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:
    - Elder abuse
    - drug administration
    - access and equity
    - duty of care implementation in home and community settings and worker roles
    - 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:
    - managing ageist attitudes
    - impact of changing expectations of clients, families and wider community
    - understanding individuality of ageing

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- key aspects of quality frameworks and how they link together
- quality monitoring activities, including:
  - audits
  - collection of data
  - 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:
  - arthritis and other musculoskeletal problems
  - depression and neurological disorders
  - diabetes
  - frailty and deconditioning
  - heart, lung and vascular disease
  - incontinence
  - skin disorders, including skin cancers
  - stroke
  - dementia
  - 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 polices, 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW015 Work under instructions to support the safe use of medication

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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
	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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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:

- 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.

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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:
    - cardio-vascular 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 gastro-intestinal 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW016 Assess client's physical wellbeing

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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 3.4Identify any significant variations from normal range

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	on the basis of health assessment data
	3.5 Consult other team members to confirm 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

The Foundation Skills describe those required skills (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,

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	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

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Assessment Requirements for HLTAHW016 Assess client's physical wellbeing

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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

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  - 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

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  - 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

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  - 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 Standards for Registered Training Organisations (RTOs) 2015/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.

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Links

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HLTAHW017 Assess and support client's social and emotional wellbeing

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	barriers
	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

The Foundation Skills describe those required skills (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.

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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

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Assessment Requirements for HLTAHW017 Assess and support client's social and emotional wellbeing

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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.

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The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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

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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.*
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 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

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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.*
	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 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

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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.*
	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

The Foundation Skills describe those required skills (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

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

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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 polices
- communicated health information in plain language to at least five clients, including:
  - nutrition, lifestyle choices and chronic condition information
  - details on prevention practices

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- 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

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  - 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 polices, 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 Standards for Registered Training Organisations (RTOs) 2015/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:

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- 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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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, 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

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.

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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

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

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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  - 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)

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW020 Administer medications

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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
2. Prepare medication	2.1 Access medication according to organisational procedures and policies and within scope of own role and legislative requirements 2.2 Use published medications resources to determine the appropriate route or method for administration of medication 2.3 Correctly identify medication dosage in standard treatment manual or calculate mathematically 2.4 Measure out required dose or volume of medication accurately using required and/or relevant equipment 2.5 Confirm with relevant authorised person the calculated and measured medication dosage to be administered
3. Administer medications safely	3.1 Administer medications appropriately, observing universal precautions and aseptic handling procedures, in line with organisation, legal and regulatory requirements 3.2 Prepare a hygienic and sanitised environment for the administration of medications 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 3.4 Identify any adverse events or allergic reactions, including anaphylaxis, related to medication and take appropriate action in line with standard protocols 3.5 Dispose of used equipment, packaging, medical waste

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*The performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	and other products according to manufacturer's instructions, infection control and organisational procedures and policies
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

The Foundation Skills describe those required skills (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

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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

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Assessment Requirements for HLTAHW020 Administer medications

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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:
    - Right person
    - Right dose
    - Right route
    - Right medication
    - Right time
    - Right documentation
  - consulting and confirming actions with an authorised practitioner at all relevant times
  - determining medication requirements, including:
    - consulting client and other relevant support persons for medication history and allergies
    - reviewing relevant documentation
    - identifying options, active ingredients, indications, contraindications, precautions, side effects, interactions of medications and accurate client information
    - maintaining records of client medication
  - interpreting orders and instructions for medication, including:
    - receiving written and verbal orders and instructions from authorised persons/practitioners
    - documenting orders and correctly interpreting them
    - 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:
    - providing information to clients on mechanisms of action, dosing and possible side effects
    - identifying, supporting and promoting traditional/bush medications and traditional healers
    - providing and explaining Consumer Medications Information to clients
    - instructing clients on self-administration of medications
  - documenting administration of medication according to legislative requirements and organisation procedures and policies.

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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

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  - 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

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW021 Provide nutrition guidance for specific health care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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

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Foundation Skills

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW021 Provide nutrition guidance for specific health care

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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

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- 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:

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 1.3 Investigate specific impacts of social, political, economic and environmental factors on the health of Aboriginal and/or Torres Strait Islander clients
2. Promote awareness of social determinants of health	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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	Islander clients

Foundation Skills

The Foundation Skills describe those required skills (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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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.
-

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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, 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,

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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 screeningsand implement on own practice to enhance understanding work team and communityeeds, 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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

The Foundation Skills describe those required skills (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.

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Links

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Assessment Requirements for HLTAHW023 Plan, develop and evaluate health promotion and community development programs

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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  - 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

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- 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:

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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 1.3 Take into account in service delivery the changing role of females and males within Aboriginal and Torres Strait Islander communities 1.4 Work within the role and limitations of the job definition and community expectations of the role
2. Demonstrate commitment to the philosophy of social and emotional wellbeing	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 2.2 Consider the rights of the individual in all work undertaken 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 2.4 Demonstrate commitment to the empowerment of Aboriginal and/or Torres Strait Islander people and access and equity principles 2.5 Give clients, family and community the opportunity to participate in service planning and support activities 2.6 Take into account personal values, history, experiences and family/kinship when working with Aboriginal and/or Torres Strait Islander communities 2.7 Support the role of traditional healers and use of bush or traditional medicines as appropriate to each client's needs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*
3. Work within legal and ethical boundaries	3.1 Complete documentation in accordance with legal and ethical requirements 3.2 Maintain confidentiality in accordance with organisational policies and protocols 3.4 Liaise with other organisations as appropriate 3.5 Consider the rights of the individual in all work undertaken 3.6 Carry out duties within relevant legislative requirements and frameworks as required
4. Maintain accountability and responsibilities	4.1 Access the organisation's policies and procedures in regard to workers and operate in accordance with these 4.2 Ensure all work is undertaken within the organisation's reporting and accountability frameworks 4.3 Follow organisational occupational health and safety guidelines 4.4 Access information to clarify the employer's responsibilities to the worker 4.5 Observe organisational requirements for participation in processes as appropriate
5. Observe professional boundaries when working	5.1 Communicate professional boundaries to clients in a culturally appropriate and safe manner 5.2 Maintain confidentiality when working with clients and other agencies 5.3 Observe organisational boundaries when working with clients and other agencies 5.4 Clarify organisational expectations with particular regard to professional and personal boundaries
6. Work with the clients involved with the justice system	6.1 Provide advocacy and support for clients involved with the justice system as appropriate and in accordance with organisational policies and protocols

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*
	6.2 Identify and observe the role and limitations of Aboriginal and/or Torres Strait Islander Health Workers work within the justice system
	6.3 Access, on behalf of clients, the processes of the 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

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

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

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Assessment Requirements for HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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:

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW025 Provide information and strategies in health care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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, 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW025 Provide information and strategies in health care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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

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  - 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

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- 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

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  - 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.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW026 Provide information and strategies in sexual health for men

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	organisational guidelines and in line with notification requirements

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

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

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Assessment Requirements for HLTAHW026 Provide information and strategies in sexual health for men

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:
    - sexuality and the human sexual response
    - sexual behaviour

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  - at-risk sexual behaviour
  - 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

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  - 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 Standards for Registered Training Organisations (RTOs) 2015/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.

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HLTAHW027 Provide information and strategies in sexual health for women

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential	Performance criteria specify the level of performance

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outcomes.	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)

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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

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

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

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Assessment Requirements for HLTAHW027 Provide information and strategies in sexual health for women

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:
    - explaining concepts related to sexuality, including:
      - sexuality and human sexual response
      - sexual behaviour

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- 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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.

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HLTAHW028 Provide information and strategies in chronic condition care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	2.7 Maintain confidentiality to reflect community and organisation guidelines
	2.8 Offer brief interventions for smoking cessation as 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

The Foundation Skills describe those required skills (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.

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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

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Assessment Requirements for HLTAHW028 Provide information and strategies in chronic condition care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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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

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  - 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)

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- 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)

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW029 Provide information and strategies in maternal and infant health

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 for women and families in pregnancy	1.1 Develop positive relationships with women and families 1.2 Provide information and support on maintaining good health and wellbeing prior to and during pregnancy 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	2.7 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
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

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

No equivalent unit.

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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

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Assessment Requirements for HLTAHW029 Provide information and strategies in maternal and infant health

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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

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  - 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW030 Provide information and strategies in eye health

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 1.3 Provide information on available eye health care resources and services, including specialist resources 1.4 Support clients in self-care practices related to eye health, as required 1.5 Explain common eye conditions to the community including their treatment and management strategies 1.6 Discuss with community members using appropriate resources how a healthy lifestyle affects the eye 1.7 Promote community eye education and awareness using available resources
2. Perform an eye health check	2.1 Establish trust with the client through active promotion of and strict adherence to confidentiality 2.2 Use effective, culturally appropriate and safe communication skills to obtain a history from the client 2.3 Measure distance, near and pinhole Visual Acuity 2.4 Diagnose conjunctivitis, corneal foreign bodies and minor ocular trauma 2.5 Identify and grade the severity of trachoma 2.6 Identify and refer clients who require full eye examination by an Optometrist or Ophthalmologist 2.7 Take retinal photographs as required
3. Treat eye health issues	3.1 Recommend treatment eye drops for patients with conjunctivitis 3.2 Show clients the correct procedure for instilling

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	eye drops or applying ointment
	3.3 Perform basic first aid procedures to address acute eye problems, as required
	3.4 Assist patients to understand common surgical concepts using relevant eye care resources at an appropriate level
	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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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
	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

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.

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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

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Assessment Requirements for HLTAHW030 Provide information and strategies in eye health

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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  - 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
3. Identify immediate risks and needs	3.1 Comply with federal, state or territory workplace legislation which may impact on primary health care workers' 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

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Foundation Skills

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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:
  - indicators and common behaviours
  - factors involved and links between them
  - potential impact on individuals and families involved and the community
  - likely needs of individuals and families involved
  - knowledge of the social, political, historical, and economic context of family and domestic violence, including types and nature of violence
  - nature and dynamics of abuse, assault and violence in Aboriginal and/or Torres Strait Islander communities
  - impact of the risk of and actual violence and abuse on children, families, adults and community
  - 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:
  - have experienced or are at risk of familial violence, sexual assault, physical and emotional abuse or neglect
  - are in crisis situations
  - 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

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- organisation procedures, state, territory and/or federal legislation and regulations informing own scope of practice, including:
    - duty of care
    - mandatory reporting requirements and child protection systems
    - ethical considerations
    - children's and human rights
    - codes of practice
    - discrimination on unlawful grounds, including race, sex, sexual orientation, gender, religion, culture
- current organisation procedures, practices and standards relating to:
    - client assessment
    - allocation of services
    - case management
    - interviewing
    - code of conduct
    - confidentiality
    - file management
    - use of resources
    - programmed intervention
- additional services including:
    - other health care practices or agencies for referral of individuals and families
    - interpreter and translation services
- own professionalism, including:
    - own values and attitudes and potential impact on clients
    - 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW032 Supervise individual workers

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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, 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

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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 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
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

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

No equivalent unit

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Links

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Assessment Requirements for HLTAHW032 Supervise individual workers

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW033 Maintain community health profile

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

The Foundation Skills describe those required skills (language, literacy, numeracy and

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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

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Assessment Requirements for HLTAHW033 Maintain community health profile

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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:

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- 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

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HLTAHW034 Provide healthy lifestyle programs and advice

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.6 Explain how to develop and set SMART (specific, measurable, attainable, realistic and timely) goals
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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	principles of healthy eating
	6.3 Sort foods according to the *Australian Guide to Healthy Eating* and describe the elements of a healthy 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

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Foundation Skills

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW034 Provide healthy lifestyle programs and advice

Modification History

Release	Comments
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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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  - checking for understanding of individuals, and supporting involvement of the group in training
  - providing information about:
    - healthy diet, including appropriate intake of specific ingredients such as salt, sugar and fat
    - shopping for health food and meal preparation
    - dietary guidelines
    - diet and self-esteem issues
    - preparation of healthy meals
    - food labels and nutritional values
    - principles of the Australian Dietary Guidelines
    - 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*

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW035 Provide information and support around cancer

Modification History

Release	Comments
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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	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 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

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW035 Provide information and support around cancer

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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:

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  - 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW036 Provide information and support to women with breast cancer

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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

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	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

The Foundation Skills describe those required skills (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

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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

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Assessment Requirements for HLTAHW036 Provide information and support to women with breast cancer

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:
    - information regarding different treatment options
    - liaison with other services to ensure appropriate exchange of client information
    - care plans and their implementation
    - identifying and addressing barriers to receiving treatment

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    - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW037 Support the safe use of medications

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 client medication requirements	1.1 Consult client and/or significant others for medication history and allergies 1.2 Review relevant documentation 1.3 Identify options and contraindications of commonly used medications and discuss with prescriber and other relevant staff 1.4 Maintain appropriate records of client medication in line with organisation requirements
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)

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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
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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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 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

The Foundation Skills describe those required skills (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.

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Links

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Assessment Requirements for HLTAHW037 Support the safe use of medications

Modification History

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Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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 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:
    - check written orders for medicines
    - identify medicines by their generic and/or brand names
    - note potential drug interactions
    - identify special precautions and contraindications

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    - 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 Initative
- 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

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  - 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW038 Assess and promote physical and emotional wellbeing of children

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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

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ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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
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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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

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

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

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Assessment Requirements for HLTAHW038 Assess and promote physical and emotional wellbeing of children

Modification History

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Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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:

- 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

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- 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

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- 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

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HLTAHW039 Monitor early childhood growth and development

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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	3.1 Provide information to parents and carers regarding influences that shape growth, development and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
childhood	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

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

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

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Assessment Requirements for HLTAHW039 Monitor early childhood growth and development

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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:

- 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:

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  - nutrition – including breastfeeding
  - physical activity
  - environment
- informing parents/caregivers about age-appropriate milestones of growth and development including;
  - fine and gross motor skills
  - emotional, social and behavioural development
  - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW040 Promote burns prevention in homes and the community

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify burn and scald risk factors	1.1 Demonstrate respect for Aboriginal and/or Torres Strait Islander community values, beliefs and gender

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	roles when assessing burn and scald hazards
	1.2 Establish high-risk age groups, families or community members
	1.3 Identify the perceptions that high-risk groups have of risk-taking behaviour
	1.4 Undertake risk assessment of client's environment to identify potential burn and scald hazards
	1.5 Complete risk assessment of potential burn and scald hazards within the workplace and community setting
	1.6 Research national burns epidemiology for Aboriginal and Torres Strait Islander people, to raise 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW040 Promote burns prevention in homes and the community

Modification History

Release	Comments
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Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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:

- 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.

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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:
    - thermal burn
    - chemical burn
    - electrical burn
    - 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW041 Assess and manage emergency treatment of burns

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Assess the severity of a burn injury	1.1 Use culturally appropriate and safe communication skills when treating clients 1.2 Assess the size and depth of a burn injury using appropriate estimation methods 1.3 Identify the pre-disposing factors to burn depth progression 1.4 Identify the pre-disposing factors to delayed burn wound healing
2. Implement burn injury emergency management procedures appropriate to the client's burn injury	2.1 Identify need(s) for emergency services and medical assistance and undertake triage as required 2.2 Communicate with personnel, emergency 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTAHW041 Assess and manage emergency treatment of burns

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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:

- 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:
    - fluid balance chart
    - vital signs
  - undertaking a risk assessment of potential hazards in the incident area

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- 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:
    - incident severity assessment
    - systematic assessment of the person's clinical status
    - pain management strategies
- specific risks and management of:
    - chemical injury

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  - electrical injury
  - circumferential injury
  - inhalation injury
  - 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:
  - flame, scald and contact burn incidents
  - liquid and powder chemical burn incidents
  - electrical burn incidents
  - 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:
  - acid burn
  - alkaline burn
  - powder chemical burn
  - alkali-metal burn
  - bitumen burn
- burn wound care and management, including:
  - principles of wound care
  - what environment minimises risk of infection
  - principles of wound dressing selection
  - traditional or bush medicines and local products that may help or infect a burn injury
- initial psychosocial management, encompassing:
  - effective communication with family and client
  - supportive environment for family and client
  - mandatory obligations when working with children
  - supportive strategies in relation to non-accidental injuries when working with adults.

Assessment Conditions

Skills must be demonstrated working:

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW042 Implement a burns rehabilitation care plan

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Assess the psychosocial impact of burn injuries on clients	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

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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
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

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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

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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTAHW042 Implement a burns rehabilitation care plan

Modification History

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Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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:

- 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

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    - 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW043 Facilitate access to tertiary health services

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 tertiary health services	2.1 Provide clients with information about 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

The Foundation Skills describe those required skills (language, literacy, numeracy and

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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

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Assessment Requirements for HLTAHW043 Facilitate access to tertiary health services

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW044 Advocate on behalf of the community

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 addressing the issues	2.1 Provide key community representatives with 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

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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

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

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Assessment Requirements for HLTAHW044 Advocate on behalf of the community

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 delivery of health services to the community

Foundation Skills

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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:

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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

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HLTAHW046 Apply advanced skills in primary health care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	professionals in line with community, organisation and regulatory requirements
	3.7 Document health care plan in the client's file in 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	significant others to evaluate effectiveness of health care

Foundation Skills

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW046 Apply advanced skills in primary health care

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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    - 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

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  - 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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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 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

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

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

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Assessment Requirements for HLTAHW047 Support and promote social and emotional wellbeing of staff and clients

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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 1.4 Suggest potential improvements to health system, infrastructure, services and resources to address perceived needs 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
2. Promote awareness of health strategies	2.1 Raise strategic issues at organisational, regional, state and/or national level in line with health work role 2.2 Support strategic initiatives in line with organisation policies and practices, community requirements and Aboriginal and/or Torres Strait Islander health work role 2.3 Explain strategic initiatives relating to Aboriginal and/or Torres Strait Islander health to health care team 2.4 Inform clients and communities about strategic initiatives and encourage individuals to take advantage of associated benefits 2.5 Promote benefits of achieving positive strategic outcomes for Aboriginal and/or Torres Strait Islander communities
3. Contribute to strategic issues in health care delivery	3.1 Investigate and clarify specific impacts of strategic initiatives on the health of Aboriginal and/or Torres Strait Islander clients 3.2 Identify appropriate evaluation processes and criteria to assess effectiveness of strategic initiatives 3.3 Evaluate outcomes of health care strategies against criteria that reflect identified community health objectives

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.4 Seek to identify strategic strengths as well as areas for improvement as a basis for continual enhancement of health outcomes
	3.5 Seek feedback on effectiveness of strategic initiatives 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

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

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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW049 Work effectively in social and emotional wellbeing

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 social and emotional wellbeing	1.1 Acknowledge differences between roles of social 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.4 Access information to clarify the employer's responsibilities to the worker
	3.5 Observe organisation requirements for 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

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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

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

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Assessment Requirements for HLTAHW049 Work effectively in social and emotional wellbeing

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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 car

Links

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

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HLTAHW050 Develop a healing framework for social and emotional wellbeing work

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 traditions and practice	1.1 Acknowledge traditional ownership of the land 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

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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

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

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Assessment Requirements for HLTAHW050 Develop a healing framework for social and emotional wellbeing work

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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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

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HLTAHW051 Respond to loss, grief and trauma

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite unit removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 1.2 Take into account historical impact of loss, grief and trauma on Aboriginal and/or Torres Strait Islander people 1.3 Recognise culturally appropriate expressions of loss and grief 1.4 Identify and respect specific approaches and responses of individuals, families and communities to loss, grief and/or trauma 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 1.6 Identify culturally appropriate strategies for responding to stress at the community, family and individual levels 1.7 Communicate strategies and options to individual clients and refer, where relevant and appropriate
2. Provide a healing response to loss, grief and trauma	2.1 Determine healing response to loss, grief and/or trauma appropriate to the needs of each situation and the individuals involved 2.2 Provide appropriate support and available resources to assist individuals and families to deal with their loss, grief and/or trauma 2.3 Provide timely referral as appropriate to support ongoing healing in line with the needs of the situation and individuals involved 2.4 Maintain duty of care, confidentiality and cultural protocols
3. Manage own stress in work role	3.4 Monitor own stress level in relation to working in the area of loss, grief and trauma, including trans-generational trauma and grief

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*
	3.5 Use appropriate stress management strategies to manage own stress
	3.6 Consult relevant team members or other professionals for own social and emotional support

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

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

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Assessment Requirements for HLTAHW051 Respond to loss, grief and trauma

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite unit removed.

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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT PERFORMANCE CRITERIA

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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 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

The Foundation Skills describe those required skills (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

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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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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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

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HLTAHW053 Address impact of food security on community health

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. 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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	improving food security
	3.6 Develop a plan to address food security in the 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

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

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

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Assessment Requirements for HLTAHW053 Address impact of food security on community health

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements

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

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- 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW054 Support renal dialysis clients in the community setting

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite units removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Assist clients to make informed choices on renal replacement therapy	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 care team 1.2 Identify and provide to clients appropriate health education resources on renal disease dialysis and transplantation 1.3 Provide information and practical assistance to renal clients who need to travel to distant referral centres for assessment, treatment or training 1.4 Support current and potential future dialysis 'helpers' with information and practical assistance in their role 1.5 Ensure client access to specialist nephrology care
2. Measure hydration status of renal dialysis clients	2.1 Obtain history of shortness of breath or postural dizziness 2.2 Measure 'wet' or 'dry' weight and compare with ideal body weight 2.3 Elicit physical signs of fluid overload 2.4 Interpret client weight, blood pressure and other clinical signs to determine hydration status 2.5 Revise ideal body weight estimates in consultation with senior staff 2.6 Document assessments in accordance with organisational policies and procedures
3. Undertake routine pathology testing for dialysis clients	3.1 Provide information on routine dialysis tests to clients in plain language 3.2 Collect blood specimens and complete pathology request forms according to standard protocols 3.3 Interpret routine test results and give basic client feedback 3.4 Refer abnormal test results to medical staff for

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ELEMENT	PERFORMANCE CRITERIA action
4. Support renal clients to access and use medicines wisely	4.1 Provide clients with plain language information on mechanisms of action, dosing and common 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

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW054 Support renal dialysis clients in the community setting

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite units removed.

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

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    - 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 1.4 Appraise client technique for dressing exit site 1.5 Instruct client on appropriate exit site care 1.6 Document condition of exit site and refer problems in accordance with organisation policies and procedures
2. Assess patency of arteriovenous (A-V) fistula	2.1 Obtain history of pain, swelling or trauma around A-V fistula 2.2 Elicit history of haemodialysis needling problems or abnormal ‘A’ and ‘V’ pressure readings 2.3 Palpate fistula for thrill and auscultate for bruit 2.4 Identify signs suggesting fistula stenosis or infection 2.5 Promptly report potential fistula problems to medical staff for assessment 2.6 Document findings of assessment in client notes
3. Identify common or serious dialysis problems	3.1 Identify clinical features suggestive of dialysis-related peritonitis and promptly refer clients 3.2 Consider causes and take note of peritoneal fluid failing to drain 3.3 Recognise clinical features of uraemia 3.4 Anticipate hazards associated with haemodialysis after a number of missed dialysis sessions and communicate risks to client 3.5 Refer identified dialysis problems to senior health staff according to organisation procedures and clinical guidelines
4. Broker supply of dialysis	4.1 Obtain information on client’s requirements for

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
consumables and support use	dialysis consumables 4.2 Order stock from supplier in accordance with client needs and organisational procedures 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

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.

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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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

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    - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW056 Provide sexual and reproductive health care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	records for each client interaction
3. Provide information on sexual and reproductive health care	3.1 Promote safe sex practices or other STI risk-reduction strategies and distribute condoms as 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 reproductive health by active involvement with the care plan

Foundation Skills

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW056 Provide sexual and reproductive health care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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

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    - 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW057 Provide antenatal health care

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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, 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

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

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

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Assessment Requirements for HLTAHW057 Provide antenatal health care

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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

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  - 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW058 Prepare for and support childbirth

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 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

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTAHW058 Prepare for and support childbirth

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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

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- 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:

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  - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW059 Provide postnatal and infant health care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW059 Provide postnatal and infant health care

Modification History

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite units removed.

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

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  - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW060 Plan for medical emergencies

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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
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

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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

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

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Assessment Requirements for HLTAHW060 Plan for medical emergencies

Modification History

Release	Comments
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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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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

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HLTAHW061 Engage in community health research

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Determine ownership of research material	1.1 Identify and record the purpose and scope of researching community health needs 1.2 Consult key people to clarify the purpose and outcome of the research 1.3 Obtain permission from the community to undertake the research 1.4 Review and note funding policy and/or organisational guidelines regarding ownership 1.5 Negotiate ownership of research data and documents as required 1.6 Acknowledge ownership on documents, as required by funding, policy and/or organisational guidelines
2. Determine research methodology using community processes	2.1 Identify and discuss with community representatives any requirements relating to research outcomes 2.2 Identify key people and processes for effective community consultation in line with participatory action research principles 2.3 Identify and develop required information-gathering tools 2.4 Incorporate evaluation processes throughout research/consultation processes 2.5 Ensure methodology maintains community and individual confidentiality
3. Conduct research	3.1 Develop and implement action plans in line with agreed research methodology 3.2 Communicate with community in culturally appropriate and safe ways to gather relevant information 3.3 Record information gathered in line with organisation and community guidelines 3.4 Analyse information in accordance with scope and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	purpose of research
	3.5 Evaluate research methodology in consultation with key people
4. Finalise research	4.1 Identify recommendations for action in line with 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

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

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

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Assessment Requirements for HLTAHW061 Engage in community health research

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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:

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- 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

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HLTAHW062 Supervise health care team

Modification History

Release	Comments
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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 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

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Foundation Skills

The Foundation Skills describe those required skills (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

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Assessment Requirements for HLTAHW062 Supervise health care team

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW063 Implement office systems

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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
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

The Foundation Skills describe those required skills (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.

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Links

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Assessment Requirements for HLTAHW063 Implement office systems

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW064 Manage budgets

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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
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

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

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

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Assessment Requirements for HLTAHW064 Manage budgets

Modification History

Release	Comments
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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Apply the principles of	1.1 Work with an understanding of the historical and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
primary health care to Aboriginal and/or Torres Strait Islander clients and communities	current perspectives of primary health care 1.2 Incorporate the theoretical concepts and information related to primary health care into day-to-day work 1.3 Identify contemporary issues in primary health care and examine their impact on clients and the health care environment 1.4 Actively participate as a member of the health care team 1.5 Recognise the complementary roles of other health care professionals 1.6 Incorporate into practice a holistic approach to client care 1.7 Promote and support individuality of client when 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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
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

The Foundation Skills describe those required skills (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.

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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

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Assessment Requirements for HLTAHW065 Apply reflective practice in an Aboriginal/Torres Strait Islander primary health care setting

Modification History

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Release 1	This unit was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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:

- 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.

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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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite unit removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 1.2 Seek community feedback to identify relevance and effectiveness of existing primary health care in meeting perceived community needs 1.3 Analyse research data and identify community health trends 1.4 Analyse and report findings in line with organisation guidelines and community requirements
2. Monitor primary health service and program delivery	2.1 Analyse existing primary health care service and program resources to determine availability and need 2.2 Monitor implementation of policies and procedures for primary health care service delivery to ensure compliance with organisation guidelines and community requirements 2.3 Investigate feedback and complaints from clients and the community and take action to adapt primary health care services and programs as required 2.4 Monitor and analyse existing primary health care services and programs in relation to addressing identified community health needs and regulatory requirements 2.5 Investigate and analyse issues relating to primary health care service and program delivery 2.6 Monitor service and program delivery to ensure legislative requirements are addressed
3. Evaluate effectiveness of primary health care	3.1 Evaluate existing primary health care strategies and services on a regular basis in relation to community needs and legislative requirements 3.2 Identify gaps in primary health care services to the community and discuss potential improvements with the community

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.3 Ensure the views or concerns of clients and the community are appropriately represented in relation to delivery of primary health care services
	3.4 Ensure confidentiality of clients and the 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

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

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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite unit removed.

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

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- 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.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW067 Manage health education and promotion

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 services	1.1 Support staff to identify existing health education and health promotion services in the community and 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

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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

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

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Assessment Requirements for HLTAHW067 Manage health education and promotion

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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:

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- 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

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HLTAHW068 Develop work plans

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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

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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

Links

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

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Assessment Requirements for HLTAHW068 Develop work plans

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW069 Develop health care policy

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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.

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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

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Assessment Requirements for HLTAHW069 Develop health care policy

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Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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.

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Links

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HLTAHW070 Manage human resources

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Release	Comments
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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 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

The Foundation Skills describe those required skills (language, literacy, numeracy and employment *skills) that are essential to performance.*

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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

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Assessment Requirements for HLTAHW070 Manage human resources

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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 .

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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 Standards for Registered Training Organisations (RTOs) 2015/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:

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- 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

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

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite unit removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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

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ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*
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 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

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

No equivalent unit.

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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

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Assessment Requirements for HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander primary health care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite unit removed.

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:

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  - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW072 Provide guidance in social and emotional wellbeing

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite units removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	Performance criteria specify the level of performance needed to demonstrate achievement of the element.
	4.4 Use strategies for resolving conflict and building 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	Performance criteria specify the level of performance needed to demonstrate achievement of the element. 7.3 Seek emergency assistance as required 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

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

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

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Assessment Requirements for HLTAHW072 Provide guidance in social and emotional wellbeing

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite units removed.

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

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    - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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:

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- 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

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HLTAHW073 Practise social and emotional wellbeing in a clinical setting

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite units removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	accordance with the philosophy of the organisation
5. Practise social and emotional wellbeing work	5.1 Use a culturally appropriate manner in all interactions with the client (including active listening, 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

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.

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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

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Assessment Requirements for HLTAHW073 Practise social and emotional wellbeing in a clinical setting

Modification History

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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite units removed.

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

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- 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW074 Provide closure on healing processes

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite units removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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. 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	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 therapeutic services

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

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

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Assessment Requirements for HLTAHW074 Provide closure on healing processes

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite units removed.

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

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- 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAHW075 Manage community health projects

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Correction to metadata and mapping. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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

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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

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Assessment Requirements for HLTAHW075 Manage community health projects

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Correction to metadata and mapping. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 202 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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Links

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HLTAHW076 Plan for community emergencies

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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
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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	training programs
	5.3 Develop, promote and support implementation of training schedule
	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

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

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

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Assessment Requirements for HLTAHW076 Plan for community emergencies

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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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

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HLTAHW077 Provide supervision for social and emotional wellbeing workers

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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 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

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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

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

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Assessment Requirements for HLTAHW077 Provide supervision for social and emotional wellbeing workers

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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.

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HLTAHW078 Work within a narrative approach

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite unit removed.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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. 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

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

No equivalent unit.

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Links

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Assessment Requirements for HLTAHW078 Work within a narrative approach

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite unit removed.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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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

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HLTAID001 Provide cardiopulmonary resuscitation

Modification History

Release	Notes
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. Revised evidence requirements, including volume and frequency of assessment.

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.

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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 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 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.

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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

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Assessment Requirements for HLTAID001 Provide cardiopulmonary resuscitation

Modification History

Release	Notes
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. Revised evidence requirements, including volume and frequency of assessment.

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

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  - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
Release 4	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.

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.

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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 first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with 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

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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

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

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Assessment Requirements for HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
Release 4	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.

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

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  - 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

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  - 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
  - chocking 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

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAID003 Provide first aid

Modification History

Release	Comments
Release 6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

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.

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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
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

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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 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

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

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Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

Performance Evidence

e 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:

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  - 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

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  - 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

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  - 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAID004 Provide an emergency first aid response in an education and care setting

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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 *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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).

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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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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
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 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

No equivalent unit.

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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

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Assessment Requirements for HLTAID004 Provide an emergency first aid response in an education and care setting

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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 *HLT Health Training Package release 1.0* and meets the requirements of the 2012 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

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    - 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

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  - 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

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  - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAID005 Provide first aid in remote situations

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment, including use of contextualised remote scenarios.

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.

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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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	condition, management and responses
	3.4 Assist in the evacuation of the casualty by following directions given by emergency response services as 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 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

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

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Assessment Requirements for HLTAID005 Provide first aid in remote situations

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment, including use of contextualised remote scenarios.

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

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  - 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:

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  - 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

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  - 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

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAID006 Provide advanced first aid

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA412A Apply First Aid. New evidence requirements for assessment. Removal of pre-requisite unit.

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.

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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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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 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

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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

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

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Assessment Requirements for HLTAID006 Provide advanced first aid

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA412A Apply First Aid. New evidence requirements for assessment. Removal of pre-requisite unit.

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:

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  - 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

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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

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  - 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:

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- 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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAID007 Provide advanced resuscitation

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA404C. Removal of analgesic gases. New evidence requirements for assessment. Removal of prerequisite unit.

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, include community and workplace settings.

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.

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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 where required
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

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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

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

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Assessment Requirements for HLTAID007 Provide advanced resuscitation

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
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	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA404C. Removal of analgesic gases. New evidence requirements for assessment. Removal of prerequisite unit.

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.

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- 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:

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- 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

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    - 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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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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

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HLTAID008 Manage first aid services and resources

Modification History

Release	Comments
Release 3	Updated mapping information.
Release 2	Updated mapping information.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of all embedded material from HLTFA404C and HLTFA412A. New evidence requirements for assessment. Removal of prerequisite unit

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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	personnel required to address workplace requirements
	1.3 Develop first aid action plans in consultation with relevant parties
	1.4 Provide information to encourage risk minimisation 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, resources and personnel to support workplace first aid response
	2.2 Conduct regular inspections of 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 manufacturer's/supplier's instructions
	2.5 Deploy appropriate equipment, resources 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 as required according to 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 confidentiality of records and information in line with privacy principles and statutory and/or organisational policies
4. Review the provision of first aid in the workplace	4.1 Participate in debriefing/evaluation to improve future operations and address individual needs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	4.2 Evaluate management of workplace first aid incidents in relation to required resources, 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 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

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Assessment Requirements for HLTAID008 Manage first aid services and resources

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of all embedded material from HLTFA404C and HLTFA412A. New evidence requirements for assessment. Removal of prerequisite unit

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

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  - 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

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HLTAIN001 Assist with nursing care in an acute care environment

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Amended bullet point error in performance evidence.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removed pre-requisites. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide nursing care assistance in an acute care environment.

This unit applies to the provision of direct care activities to clients according to the nursing care plan and under the direction and supervision of a registered nurse.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with the delivery of nursing care to clients in an acute care environment	1.1 Implement aspects of nursing care to support client needs according to nursing care plan and as delegated by a registered nurse

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Assist in completing assessment tools and collecting clinical data as delegated by a registered nurse
	1.3 Use appropriate equipment and procedures when collecting client clinical data
	1.4 Identify client preferences when collecting information to be considered in the development of nursing care plan
	1.5 Inform client of the purpose of information and data being sought and gain feedback on their understanding
	1.6 Inform client of the purpose of any procedure or activity and gain feedback on their understanding
	1.7 Seek and obtain client consent prior to seeking any information or providing any procedure or activity
	1.8 Communicate with clients in a manner and pace that meets their needs
	1.9 Report relevant information, including changes in client condition, to a registered nurse
	1.10 Carry out any procedure or activity according to safe work practices
2. Support the client to meet personal care needs in an acute care environment	2.1 Provide support, assistance and technical care according to the nursing care plan and appropriate protocols in order to meet activities of daily living
	2.2 Use appropriate equipment and aids when providing assistance and support
	2.3 Report any difficulties in providing client support and assistance to a registered nurse
	2.4 Provide information to clients to assist them to meet their personal care needs in an appropriate manner and pace
	2.5 Maintain the confidentiality, privacy and dignity of clients within appropriate protocols
3. Work in a team environment	3.1 Work with colleagues, with consideration of team and group dynamics
	3.2 Report clinical data accurately and within a timely fashion to colleagues in a health care team

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ELEMENT	PERFORMANCE CRITERIA
4. Work effectively under supervision	4.1 Carry out work instructions within agreed time frame 4.2 Seek clarification from an appropriate person if required to complete work instructions 4.3 Refer difficulties experienced carrying out work instructions to a registered nurse

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTAIN001 Assist with nursing care in an acute care environment

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Amended bullet point error in performance evidence.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removed pre-requisites. Minimum work hours added. Significant change to knowledge evidence.

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 nursing care for a minimum of 3 clients, 1 in a simulated environment and 2 in the workplace, over a range of different situations (including venue, time, patient conditions) according to a client care plan and direction of a registered nurse. This includes the following for each client:
  - working in a manner that respects the dignity of clients
  - providing support in the following activities of daily living, including:
    - washing
    - showering
    - dressing/undressing
    - oral health
    - grooming and hair
    - eye and nail care
    - toileting
    - eating and drinking

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  - using relevant equipment and following procedures for collecting client clinical data which must include:
    - taking and recording temperature
    - taking and recording pulse rate
    - taking and recording respiratory rate
    - taking and recording blood pressure
    - taking and recording blood glucose level
    - recording intake and output on fluid balance chart and/or food chart
    - measuring and recording weight
    - collecting urine, sputum or faecal specimen
    - recognising changes in consciousness
- using simple technical skills to perform the following activities at least 3 times, which can be in a simulated environment or in the workplace:
  - shallow wound care that requires cleansing but does not require packing
  - catheter care, not including insertion or removal of tubes
  - application of anti-thrombosis stockings
  - assistance with breathing devices, under the direct supervision of a health professional
- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work

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:

- fundamental anatomy and physiology required for scope of role
- relevant policies, protocols and practices of the organisation and care programs and plans which may include:
  - purpose of continence programs and knowledge of continence aids
  - causes of loss of skin integrity, implications for the client and processes to maintain skin integrity
  - personal care
  - infection control procedures
  - working effectively and following instructions
- legal and ethical considerations:
  - codes of conduct
  - dignity of risk
  - duty of care
  - human rights
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations

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  - work health and safety (WHS), including manual handling
- procedures and requirements for the collection of clinical data from clients
- common equipment and aids utilised in the delivery of personal care
- the application of prostheses
- principles and practices associated with supporting and assisting clients to meet personal care needs

Assessment Conditions

The following aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in an acute care workplace:

- assisted with nursing care according to a client care plan and direction of a registered nurse

The following conditions must be met for this unit:

- client care plan/pathways
- equipment and aids required in the nursing care plan
- relevant assessment tools
- mobility and personal care equipment and aids
- client records and documentation

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, be a registered nurse with current registration with the Australian Health Practitioner Regulatory Authority (AHPRA).

Links

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

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HLTAIN002 Provide non-client contact support in an acute care environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide a range of non-client contact support to a nursing team delivering nursing care in an acute care environment.

This unit applies to workers who support the nursing care team under the direction and supervision of a registered nurse in an acute care setting.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Comply with the workplace information protocols of an acute care environment	1.1 Carry out work with an understanding of the purpose of health records 1.2 Comply with organisation security and confidentiality requirements 1.3 Respond promptly to inquiries and requests according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Collect, process and maintain accurate records in an acute care environment	2.1 Prepare workplace forms, documentation and reports that are clear, concise and factual in accordance with legal and organisation requirements 2.2 Use business equipment and technology to obtain and process information according to organisation requirements 2.3 Update, modify and file client health records and documentation according to organisation requirements 2.4 Collate and dispatch information according to specific timeframes and organisation requirements 2.5 Store records and information according to organisation protocols and procedures
3. Support equipment requirements in an acute care environment	3.1 Consult with nursing care team and reference material to determine equipment needs 3.2 Select equipment appropriate to the task and according to equipment requirements, organisation protocols and procedures and manufacturers' guidelines 3.3 Organise equipment within agreed timeframes 3.4 Deal with issues and problems associated with the operation of equipment according to organisation protocols 3.5 Clean and store equipment safely and according to organisation procedures and manufacturer specifications

Foundation Skills

The Foundation Skills describe 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.

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Links

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Assessment Requirements for HLTAIN002 Provide non-client contact support in an acute care environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

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 non-client contact support to at least 1 nursing team in an acute setting:
  - accurately completing workplace forms, client health records and other documents required by the nursing team on at least 6 occasions
  - selecting, cleaning and storing at least 3 different types of equipment relevant to the needs of the nursing team

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:

- record keeping, filing systems and security procedures for the acute care environment
- the organisation's business and structure
- organisation policies and procedures related to:
  - collecting and processing information
  - infection control
- Legal and ethical considerations for working in an acute environment, including:
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations
  - work health and safety (WHS)

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- equipment requirements of an acute care environment, including:
  - positioning aids and patient movement equipment
  - medical gases/cylinders (fixed and portable) and their accessories
  - suction units and their accessories
  - vital signs equipment
  - emergency equipment

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:

- client care plan/pathways
- equipment requirements outlined in the care plan
- infection control procedures
- business equipment and technology for obtaining and processing workplace documentation
- workplace forms and storing equipment

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition be a registered nurse with current registration with the Australian Health Practitioner Regulatory Authority (AHPRA).

Links

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

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HLTAMB001 Follow procedures for routine safe removal of patient

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAMBAE403D Follow procedures for routine safe removal of client. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the knowledge and skills required to ensure safe removal of the patient under routine conditions as part of emergency work where patients are not anticipated to have an immediate life threatening injury, illness or condition.

This unit applies to pre-hospital/out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess non-emergency situation in relation to safe removal of the patient	1.1 Survey scene and assess condition of patient in relation to procedures necessary for safe removal of patient 1.2 Formulate plan based on assessment of all factors and with patient's condition and welfare as the prime

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ELEMENT	PERFORMANCE CRITERIA
	concerns
	1.3 Identify additional resources for safe removal of patient, as required, based on assessment of the situation
2. Implement procedures for safe removal of the patient	2.1 Obtain any resources necessary for the safe removal of the patient
	2.2 Implement plan to ensure safety of patient and workers' welfare
	2.3 Negotiate with colleagues and patient to maintain safe movement of the patient according to relevant Commonwealth legislation and State/Territory legislation, including for work health and safety
	2.4 Ensure actions are performed and documented according to established clinical guidelines/protocols
3. Monitor removal procedure	3.1 Constantly monitor removal procedure with reference to needs, condition and safety of the patient and workers
	3.2 Communicate with patient and monitor their welfare and any other factors impacting the safe movement of the patient
	3.3 Evaluate and modify removal procedure as necessary to ensure ongoing safety of patient and workers

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

No Equivalent Unit

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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

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Assessment Requirements for HLTAMB001 Follow procedures for routine safe removal of patient

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAMBAE403D Follow procedures for routine safe removal of client. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 2 routine extrications of a patient including:
  - analysing and making decisions that ensured patient welfare
  - conducting risk assessment and identifying hazards
  - applying the correct and safe lifting and manual handling techniques
  - using available resources and various types of appropriate equipment
- used interpersonal skills while working with other workers and patient during safe egress.

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:

- workplace health and safety (WHS) policies and procedures relevant to the movement of patients
- patient care requirements under a range of circumstances involving movement of patient
- correct use of relevant equipment
- potential for adaptation of available resources
- factors that may affect safety and welfare of patient and crew.

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Assessment Conditions

Skills and knowledge must be demonstrated in a workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB002 Implement safe access and egress in an emergency

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged with HLTAMBAE501D / HLTAMBAE504D Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the knowledge and skills required to implement specialised procedures necessary to overcome major obstacles and to provide safe access and egress at the scene of an incident. The unit requires an individual to respond to situations that stretch resources and ingenuity beyond the requirements of routine procedures and may require use of specialised equipment.

This unit applies to pre-hospital/out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess emergency situation in relation to safe access and egress	1.1 Obtain information relevant to the situation on or before arrival 1.2 View situation to identify and mitigate dangers according to established clinical guidelines/protocols 1.3 Assess condition of the patient 1.4 Identify accurately obstacles impacting safe access

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	and egress 1.5 Formulate access and egress plan based on an assessment of all factors associated with the situation or incident in line with Commonwealth legislation, State/Territory legislation and emergency management arrangements 1.6 Formulate and prioritise access and egress plan based on the main concerns of patient welfare and safety of all workers 1.7 Assess equipment and worker's needs based on an assessment of all factors associated with the situation or incident, and with patient and worker welfare as the prime concern 1.8 Determine the need for specialised knowledge, workers or equipment in line with the needs of the situation or incident and considering patient care and welfare
2. Represent the organisation during a situation or incident in the community	2.1 Represent the organisation's position on particular issues in a way that acknowledges community concerns and promotes community awareness 2.2 Ensure communication and presentation to the public enhances the organisation's public image
3. Implement procedure to enable safe access and egress	3.1 Request or arrange for additional or specialised workers and equipment according to the assessed need 3.2 Implement access and egress plan using equipment and workers necessary to ensure safe access and egress, and patient welfare 3.3 Negotiate and maintain means of safe access and egress according to relevant Commonwealth and State/Territory legislation including workplace health and safety Acts, and according to established clinical guidelines/protocols 3.4 Ensure actions are according to established clinical guidelines/protocols 3.5 Use available resources in an appropriate manner to achieve safe access and egress, and patient welfare
4. Evaluate access and egress	4.1 Monitor progress of access and egress constantly to

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procedure in an emergency situation	ensure welfare of the patient and safety of workers 4.2 Monitor patient constantly to detect any change in condition 4.3 Modify access and egress plan as necessary to ensure safety and the welfare of the patient 4.4 Identify and arrange for additional resources as necessary to complete procedure 4.5 Address barriers to safe access and egress as they arise

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

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

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Assessment Requirements for HLTAMB002 Implement safe access and egress in an emergency

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged with HLTAMBAE501D / HLTAMBAE504D Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 4 non-routine extrications including:
  - analysing the scene and developing access and egress plans, recognising that the welfare of the patient, workers and bystanders is paramount
  - communicating the plan to patient, colleagues and/or other emergency workers at the scene
  - amending original plan as situation dictates
  - achieving access and egress in difficult environments when given limited equipment, and using equipment as the situation dictates

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:

- policies and procedures relating to access and egress including:
  - organisation policies and procedures
  - Commonwealth legislation and State/Territory legislation
  - established clinical guidelines and protocols
  - work health and safety
- dangers associated with various hazardous situations, and the response agency for hazard control

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- patient care under circumstances requiring complex access and egress procedures
- relevant equipment and its uses, including specialist equipment for hazardous versus a routine situation
- factors which may affect safe access and egress and patient welfare such as decision making guidelines for extrication versus delivery of immediate patient care.

Assessment Conditions

Skills and knowledge must be demonstrated in a workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB003 Transport emergency patients

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTAMBT402C.

Application

This unit describes the skills and knowledge required to transport patients and other appropriate workers to and from a health care facility or service under emergency circumstances. The unit includes skills for loading, driving and unloading a vehicle safely, and for checking vehicles and equipment in order to restock and remedy faults.

This unit applies to pre-hospital/out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare and check vehicle and equipment	1.1 Check vehicle and equipment systematically and comprehensively based on local vehicle checklist or inventory 1.2 Conduct vehicle checks on a regular basis according to organisation procedures to ensure serviceability of vehicle and equipment

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Ensure interior and exterior cleanliness of vehicle in accordance with organisation policies and procedures on the minimisation of infection risk to both non-emergency workers and patients
	1.4 Maintain vehicle operating stock to acceptable minimum and maximum levels
	1.5 Maintain vehicle and equipment according to established clinical guidelines/protocols
2. Ensure faults in vehicle and equipment are remedied	2.1 Identify and report general nature of faults, and liaise with organisation to remedy faults
	2.2 Assess risk of further damage to malfunctioning vehicle or equipment against patient care priorities and communicate decisions to appropriate workers
	2.3 Rectify minor faults where possible
	2.4 Establish need for additional or replacement resources and communicate to appropriate workers
3. Convey and receive information relating to emergency transport	3.1 Establish and maintain communication with control centre according to established clinical guidelines/protocols
	3.2 Notify appropriate receiving facility according to established clinical guidelines/protocols.
4. Load, unload and secure patient and equipment for emergency transportation	4.1 Remove patients from scene in a manner consistent with relevant Acts, regulations and according to established clinical guidelines and protocols
	4.2 Conduct loading and unloading smoothly, consistent with safe work practices and according to established clinical guidelines and protocols
	4.3 Ensure patient’s illness or injury is not exacerbated by unnecessary movement during loading and unloading
	4.4 Organise and secure equipment in accordance with relevant Australian Standards, Acts and regulations and according to established clinical guidelines/protocols
5. Transport patient under	5.1 Drive vehicle in a manner that avoids exacerbation of

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ELEMENT	PERFORMANCE CRITERIA
emergency conditions	patient's condition
	5.2 Drive vehicle recognising hazards and negotiating hazards at low risk in accordance with legal requirements governing emergency vehicles
	5.3 Choose appropriate route to receiving facility according to distance, time, travel and terrain
	5.4 Establish and maintain communication as required between driver and patient care officer to ensure safe transport and effective patient care

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

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

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Assessment Requirements for HLTAMB003 Transport emergency patients

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTAMBT402C.

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:

- checked the safety of transport vehicle and safely transported 3 emergency patients under operational conditions including:
  - loading and unloading
  - performing driving skills suited to specific situations and the case being attended
  - assessing and analysing available driving routes and available resources
  - making decisions that ensure the efficient and safe driving of vehicles under different operational conditions for safe transport of emergency patients.

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:

- methods of loading and unloading patients under life-threatening conditions
- organisation policy and procedures related to vehicle being used for transportation, equipment in vehicle and vehicle checks
- relevant Acts, regulations and organisation policies and procedures related to transport of patients including:
  - handling, lifting and transport of patients

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  - care and restraint of patient during transportation
  - patient care during transportation
  - road rules in accordance with the State/Territory regulations when driving emergency vehicles
- use of communications equipment and systems for transporting emergency patients.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

The requirement in the performance evidence for checking the safety of transport vehicle and safely transporting 3 emergency patients under operational conditions must have been demonstrated using simulation before being demonstrated in the workplace and with members of the public.

The following conditions must be met for this unit:

- use of suitable facilities, resources and equipment as per local governing body including:
  - transport vehicle (emergency or non-emergency)
  - stretcher
  - communication protocols, devices and equipment used in emergency vehicles
- modelling of industry operating conditions including access to real people for simulations and scenarios in transporting emergency patients.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB004 Conduct advanced clinical assessment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Minimum hours added. Supersedes HLTAMBAS604B.

Application

This unit describes the skills and knowledge required to apply the specialised knowledge of pathophysiology and pharmacology that is required to use advanced techniques to clinically assess a patient.

The worker is expected to apply underpinning skills and knowledge in clinical assessment and to function independently providing intensive clinical care within established clinical guidelines/protocols.

This unit applies to pre-hospital/out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Apply pathophysiological concepts to assess patient's body system function	1.1 Apply specialised knowledge of fluid and electrolyte imbalance to determine the patient's health status 1.2 Demonstrate a specialised knowledge of acid base

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ELEMENT	PERFORMANCE CRITERIA
	imbalance impacting the patient's health status
2. Identify any variations from homeostasis when assessing a patient's physical health status	2.1 Use specialised knowledge of homeostasis imbalance to recognise signs and symptoms indicating abnormal functioning of body systems 2.2 Update specialised knowledge of variations to cellular metabolism and apply when assessing patient for poor states of perfusion
3. Conduct assessment of patients with specific conditions, disorders and injuries using advanced techniques	3.1 Integrate comprehensive knowledge of pathophysiological concepts with assessment data and principles of management for specific conditions, disorders and injuries 3.2 Evaluate the need for advanced assessment techniques and potential impact on patient's health status 3.3 Analyse assessment data and establish the need for and potential impact of pharmacological and/or fluid therapies on patient's health status 3.4 Employ a process of critical analysis and diagnostic reasoning to make links between patients illness and/or injury and information found at the scene to facilitate treatment strategies

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

No Equivalent Unit

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Links

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Assessment Requirements for HLTAMB004 Conduct advanced clinical assessment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. Minimum hours added. Supersedes HLTAMBAS604B.

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 the activities outlined in the performance criteria of this unit during 80 hours under clinical supervision in the workplace
- conducted 5 comprehensive advanced clinical assessments and applied skills necessary to stabilise healthy functioning body systems for each of the following incidents and situations across the lifespan of the incident and situation (must include at least 1 adult, 1 paediatric patient and 1 older person):
  - emergency
  - non-emergency
  - medical
  - surgical
  - trauma
- used appropriate medical terminology in 1 consultation with medical and/or multidisciplinary teams about variations from normal healthy functioning body systems and advanced assessment procedures performed on patient.

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:

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- advanced concepts underpinning pharmacology and pharmacokinetics including:
  - therapeutic effects, indications and contraindications
  - physiological and psychological effects associated with pain and pain management
- specialised knowledge of anatomy and physiology, and variations from normal functioning of body systems, in relation to potential impact on advanced patient assessment procedures practised including:
  - internal and external thoracic structures and respiratory conditions including:
    - pneumothorax and haemothorax
    - mechanics of ventilation, inspiration and expiration, respiratory control and impact of gas laws
  - abdominal conditions including:
    - visceral wounds
    - internal bleeding
  - specialised knowledge of cardiovascular structures, heart conditions, cardiac conduction, electrocardiograph (ECG) rhythm variations and analysis
  - urogenital and reproductive and pelvic structures and conditions
  - obstetrics and gynaecology including:
    - pregnancy
    - foetal development
    - normal and abnormal presentations
    - labour and post-partum haemorrhage
    - assessment of the newborn
  - fluid and electrolyte balance and imbalance including:
    - mechanisms of fluid movement through the body
    - states of fluid and acid imbalance
  - cellular injury and immune responses
  - assessment of blunt versus penetrating trauma
  - environmental factors related to the cause of a patient's illness, injury or trauma.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities resources and equipment as per local governing body including:
  - adult, child, infant and obstetric manikins suitable for simulation of advanced clinical skills
  - vital signs monitoring devices
  - sample medications used in emergency treatment
  - oxygen resuscitation system with oxygen cylinder and oximeter

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  - selection of oxygen masks with tubing
  - airway model suitable for simulation insertion of an oropharyngeal airway
  - ECG recording device
  - communication protocols
  - organisation policies and procedures and/or established clinical guidelines and protocols on which the candidate bases the planning process
  - documentation for recording clinical assessment
- modelling of industry operating conditions, including contingencies should be included in simulations and scenarios that reflect pre-hospital/out-of-hospital clinical care work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB005 Receive and respond to requests for ambulance service

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTAMBC401D.

Application

This unit describes the skills and knowledge required to receive and respond to requests for ambulance services and to transfer calls for action. Call-taking work is carried out in accordance with standard organisation operating policies and procedures.

This unit applies to individuals working in an ambulance communications centre.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Receive request for service	1.1 Answer promptly incoming requests for service 1.2 Establish details of the situation using effective communication skills, techniques and resources 1.3 Record complete details of the request accurately and in a timely and efficient manner 1.4 Respect confidentiality at all times

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.5 Assess quickly and accurately any potential danger to the caller
2. Respond to request for service	2.1 Determine urgency of the request using information gained from the caller requesting the service
	2.2 Communicate clearly safety information appropriate to the situation and caller's needs
	2.3 Provide appropriate advice to the caller
	2.4 Initiate a suitable response using a prioritising tool
3. Apply strategies to manage the call	3.1 Use active listening skills consistently to help develop a rapport with the caller and to establish trust
	3.2 Confirm with the caller that the information they have provided is accurate and complete
	3.3 Adjust tone or manner to respond to the caller’s individual needs
4. Refer and finalise request	4.1 Identify and action any need to refer the request for service
	4.2 Terminate the call and take follow-up action as necessary

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.

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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

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Assessment Requirements for HLTAMB005 Receive and respond to requests for ambulance service

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTAMBC401D.

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 problem-solving skills and demonstrated efficiency and accuracy in all aspects of receiving and dealing with requests for ambulance service for the following situations:
  - life-threatening
  - non-life-threatening
  - routine (scheduled bookings)
  - dealing with difficult or distressed callers
- demonstrated computer literacy on 3 occasions including demonstrating:
  - accuracy and proficiency in operating prioritising tools
  - keyboarding skills to enable accurate input and extraction of data
  - speed and accuracy of data entry in accordance with organisational specifications
- used oral communication and interpersonal skills, effectively on 3 occasions including:
  - asking questions to collect patient history, clinical symptoms, contributing factors and individual circumstances
  - responding calmly to multiple demands in a working environment with high operating activity
  - use initiative in responding to challenging situations and individuals
  - working with others
  - showing empathy with callers
  - working with interpreters as required

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- demonstrated effective written communication skills on 3 occasions including:
  - recording concise, comprehensive and legible information
  - preparing written records as required.

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:

- organisation operating policies and procedures
- how to use communications resources to provide details of the situation or incident
- emergency and non-emergency services and their function
- working knowledge of the geographical area
- codes and abbreviations or specialist terminology used by the organisation when receiving or taking action in response to request for service
- how to follow protocols for referral and requests in order to:
  - act on received request for service
  - request assistance as required from another service such as police, fire brigade, interpreters
  - pass on the request for service, or obtain information from ambulance workers, supervisor or authorised medical advisor
  - provide immediate clinical advice to callers
- problem-solving skills for contingencies using available tools and referrals.

Assessment Conditions

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

- use of suitable facilities, resources and equipment as per local governing body including:
  - communication protocols, equipment and systems
  - prioritising tools for request for service
- modelling of industry operating conditions including assess to real people for simulations and scenarios of callers requesting ambulance service.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB006 Assign and coordinate ambulance service resources

Modification History

Not applicable.Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAMBC402C/HLTAMBC403C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites

Application

This unit describes the skills and knowledge required to allocate a coordinated response to requests for ambulance service resources to ensure availability and effectiveness of vehicles and worker.

This unit applies to individuals working in an ambulance communications centre. Workers have knowledge of communication equipment, systems and protocols for coordination of ambulance services in accordance with organisation operating policies and procedures.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Allocate ambulance service resources	1.1 Match available resources to incidents for service capability and known factors that may impact on service demand
	1.2 Identify appropriate response to an emergency situation or incident, and to a non-emergency routine case
	1.3 Identify and record location and commitment of service

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	resources at all times
2. Dispatch resources	2.1 Provide clear, timely and accurate situation briefing to assigned worker
	2.2 Use communication equipment and systems to locate and dispatch resources within set timeframes
3. Monitor progress of assigned resources	3.1 Confirm arrival of assigned worker at the scene of incident or situation or at the receiving facility
	3.2 Establish capacity of assigned worker to deal with the situation or incident at earliest opportunity
	3.3 Monitor availability of worker and vehicles for re-assignment
	3.4 Monitor and follow up on resources and service coordination including any supplementary resources
4. Coordinate resources and liaise with ambulance worker	4.1 Undertake and coordinate resource allocation within set timeframes
	4.2 Identify and communicate factors affecting resource availability to assigned worker
	4.3 Implement ‘on scene’ communication chain of command
	4.4 Determine the need for other service involvement
	4.5 Ensure other service is contacted and adequately briefed and that appropriate assistance is requested when dealing with multi-agency incidents
5. Maintain records of ambulance service coordination activity	5.1 Record accurately information pertaining to dispatch records of ambulance resources
	5.2 Document activation of supplementary resources and external agencies

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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

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

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Assessment Requirements for HLTAMB006 Assign and coordinate ambulance service resources

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAMBC402C/HLTAMBC403C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites

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:

- demonstrated computer literacy on 3 occasions including:
  - using communication equipment and systems
  - assigning and coordinating recourses
  - ensuring appropriate communication with staff
  - using keyboarding skills to enable accurate data input and extraction
  - entering data with speed and accuracy when updating and maintaining records
- coordinated and managed ambulance resources for the following 5 situations:
  - urgent
  - non-urgent
  - routine – scheduled bookings
  - incidents when the involvement of other emergency and/or non-emergency services is needed
  - incident involving multiple casualties
- used problem solving skills for the above 5 situations including:
  - using available resources
  - analysing information and making decisions that ensure the most efficient and effective use of resources.

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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:

- local standard emergency operation procedures and organisational communication protocols
- working knowledge of the geographical area
- ambulance service resources available for assignment
- critical incident stress debriefing (CISD) team and peer support
- communications equipment and systems use in line with communication protocols
- available resources and their application:
  - road
  - aviation
  - maritime
- other emergency services and their function:
  - Fire
  - Police
  - State Emergency Services (SES)
- other non- emergency services and their function:
  - voluntary organisations
  - utilities
  - community services departments
- known factors requiring emergency services including organised events such as demonstrations, marches and sporting, music, social and holiday events
- how to maintain records of ambulance service coordination activities and other supplementary resources used for an incident or situation
- management of major incidents according to organisation protocols and procedures.

Assessment Conditions

Skills must have been 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, resources and equipment as per local governing body including:
  - communication protocols, equipment and systems
  - agency dispatch protocols and procedures.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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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

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HLTAMB007 Assess and deliver basic clinical care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTAMBCR401C.

Application

This unit of competency describes the knowledge and skills required to conduct clinical assessment and deliver basic clinical care in a pre-hospital/out-of-hospital environment.

This unit applies to pre-hospital/out-of-hospital health care workers. The worker provides basic life support and prioritises clinical care of a patient in accordance with established clinical practice guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Make initial incident and patient assessment	1.1 Conduct pre-planning before arrival at scene based on information communicated in the request for service 1.2 Conduct scene survey according to established clinical guidelines and protocols 1.3 Conduct primary survey of patient including taking vital signs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.4 Conduct a secondary survey, including a systematic physical examination of the whole body using applied clinical knowledge
	1.5 Obtain and document history of the event
	1.6 Identify patient's main complaints as a basis for systematic prioritised treatment
	1.7 Apply situational knowledge of the patient to guide selection of appropriate treatment options
	1.8 Determine the time-critical issues given resource considerations
	1.9 Assess transport requirements and appropriate destination, versus transport criticality, to ensure requirements of urgency and patient care are met
2. Plan basic pre-hospital/out-of-hospital patient care	2.1 Establish priorities of care based on initial patient assessment according to established clinical guidelines and protocols
	2.2 Develop a treatment plan and outline treatment priorities
	2.3 Identify and develop contingency plans based on mechanisms of injury and potential for patient deterioration according to established clinical guidelines and protocols
3. Implement basic patient care procedures	3.1 Implement all patient care procedures and pharmacological therapies within own level of expertise and authority to practise, and the limits of clinical guidelines and protocols
	3.2 Identify the need to seek assistance immediately where the situation or patient's condition requires treatment that is outside scope or authority to practise
	3.3 Operate equipment as required for patient management according to manufacturer or supplier's instructions and clinical guidelines and protocols
	3.4 Apply infection prevention and control principles to patient care

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	3.5 Use safe lifting and patient handling techniques in accordance with workplace health and safety (WHS) requirements and organisation policy and procedures
4. Monitor basic patient care and modify as required	4.1 Re-assess patient at appropriate intervals and modify treatment as required according to established clinical guidelines and protocols
	4.2 Monitor pharmacological outcomes, noting effectiveness of treatment regime and amend according to patient's condition
5. Handover patient to a healthcare facility	5.1 Document relevant patient details according to established clinical guidelines and protocols
	5.2 Maintain patient confidentiality at all times
	5.3 Ensure documentation for clinical handover procedures contains all necessary information
	5.4 Convey information appropriately to authorised individuals involved in ongoing patient care
	5.5 Maintain patient care until responsibility for patient is taken over by staff of the receiving agency

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

No Equivalent Unit

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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

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Assessment Requirements for HLTAMB007 Assess and deliver basic clinical care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTAMBCR401C.

Performance Evidence

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

- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours under clinical supervision in the workplace
- performed a clinical assessment and implemented basic care in an pre-hospital/out-of-hospital context on 3 different patients for an illness or trauma impacting health status including:
  - performing primary survey
  - performing secondary survey – systematic head to toe physical body examination including vital signs and level of consciousness
  - planning and implementing basic clinical care based on assessment and time-criticality
  - monitoring patient
  - safely delivering patient to receiving facility or service
- performed basic life support on an adult, child and infant simulation manikin according to established clinical guidelines and protocols.

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:

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- assessment and interpretation of vital signs including:
  - level of consciousness, covering for example
    - Glasgow Coma Score (GCS)
    - alert, voice, pain, unconscious (AVPU)
  - respiratory status assessment – for example, rate, rhythm, effort and breath sounds
  - temperature status – for example, febrile or afebrile or hypothermic
  - blood volume and perfusion status assessment– for example pulse, blood pressure, capillary refill and skin
- basic anatomy and physiology in recognising body systems:
  - cardiovascular
  - respiratory
  - musculo-skeletal
  - endocrine
  - nervous
  - digestive
  - urinary
  - reproductive
  - integumentary
  - lymphatic
  - special senses
- basic life support, including procedures and equipment used as specified within established clinical guidelines and protocols
- chief complaints when attending pre-hospital/out-of-hospital situations including trauma and medical disorders and possible actions to alleviate complaints
- clinical practice guidelines and protocols
- how to accurately obtain and document patient medical history including pre-existing conditions, allergies, social and emotional wellbeing, and current medication or treatment plans to provide to receiving health facility workers
- national and State/Territory legal and ethical considerations for emergency health care workers relevant to pre-hospital/out-of-hospital care, and how these are applied in organisations including:
  - children in the workplace
  - continuing professional education
  - discrimination
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure

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  - specific Commonwealth legislation and State/Territory legislation or regulation for health care workers including, for example:
    - children and young people
    - anti-discrimination
    - disability
    - health, drugs and poisons
    - mental health
    - health records and information privacy
    - industrial relations
  - National Safety and Quality Health Service (NSQHS) Standards
  - industrial regulations
  - work role boundaries – responsibilities and limitations
  - work health and safety
- organisational administrative and patient care policies and procedures
- primary survey and secondary survey
- receiving facility requirements or how to access these requirements
- recognise the patterns of illness and injury relevant to the delivery of basic clinical patient care
- situations where the required patient treatment is outside the scope or authority to practice of the attending worker.

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely.

The requirement in the performance evidence for performing clinical assessments and implementing basic clinical care for 3 patients for an illness or a trauma must have been demonstrated using simulation before being demonstrated in the workplace and with members of the public.

The following conditions must be met for this unit:

- use of suitable facilities, resources and equipment as per local governing body including:
  - simulation adult, child, infant manikins
  - vital signs monitoring devices
  - organisation policies and procedures and/or established clinical guidelines/protocols on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTAMB008 Assess and deliver standard clinical care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAMBAS501B/ HLTAMBCR502C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. Minimum hours added.

Application

This unit of competency describes the skills and knowledge required to conduct clinical assessments and deliver standard patient care in the pre-hospital/out-of-hospital environment.

This unit applies to pre-hospital/out-of-hospital health care workers. The worker provides advanced life support, prioritises clinical care, implements time-critical health care procedures and therapies, and monitors patients based on patient needs and in accordance with established clinical practice guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Perform pre-hospital/out-of-hospital patient assessment	1.1 Conduct pre-planning of assessment before arrival at scene based on information communicated in the request for service
	1.2 Perform appropriate clinical surveys to collect and analyse assessment information at critical points in time

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.3 Use applied clinical knowledge to assess the mechanism of injury, pattern of injury and potential for injury to identify any non-obvious clinical signs during patient assessment
	1.4 Use a critical questioning process to make links between patient's illness or injury and information found at the scene
	1.5 Base patient assessment on a demonstrable and clearly thought out series of problem solving steps or linkages
2. Identify variations in physical health status	2.1 Integrate principles of anatomy and pathophysiology with assessment data for specific conditions, disorders and injuries
	2.2 Identify variations from normal homeostasis and body system functions using established clinical guidelines/protocols
	2.3 Identify variations to cellular metabolism when assessing patient for poor states of perfusion
	2.4 Analyse the need for and potential impact of treatments and pharmacological therapies on patient's health status
	2.5 Identify the effects on patient's health status of pharmacological therapies based on pharmacology, pharmacokinetics and pharmacodynamics
	2.6 Use diagnostic reasoning when determining the potential for injury or illness
3. Plan pre-hospital/out-of-hospital patient care	3.1 Identify main patient complaints as a basis for prioritised treatment and care based on assessed patient needs and overall assessment of the scene
	3.2 Analyse clinical and situational data gathered to plan treatment
	3.3 Establish patient management plan based on primary and secondary survey, known patient history, assessment of the scene and factors related to distance from hospital

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	or medical care
	3.4 Evaluate the injury and potential for deterioration and develop contingency plans based on mechanisms of injury
	3.5 Systematically evaluate and interpret patient assessment information to make judgements regarding patient care requirements
	3.6 Ensure judgement, which forms the basis on which treatment is planned, can be reasonably justified in terms of the information available at the time
	3.7 Differentiate between patients who require rapid stabilisation and transport because of trauma or illness, and those who require further on-the-scene assessment and management
	3.8 Determine time-critical issues given resource considerations
4. Implement pre-hospital/out-of-hospital patient care procedures	4.1 Implement all care and treatment procedures to the level of own expertise and within established clinical guidelines and protocols
	4.2 Commence pharmacological therapies as patient's presenting condition determines, with reference to established clinical guidelines and protocols and pharmacological requirements
	4.3 Recognise the need for assistance where the situation or patient's condition requires treatment that is outside the practice guidelines and seek help immediately
5. Monitor and evaluate pre-hospital/out-of-hospital patient care	5.1 Monitor all aspects of patient's condition at appropriate intervals to establish trends
	5.2 Assess potential effects on patient's condition of procedures implemented
	5.3 Monitor pharmacological therapy, noting effectiveness of treatment regime and amend according to patient's condition
	5.4 Recognise changes in patient's condition and adapt

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	management according to the scope or authority to practice of the attending officer
	5.5 Evaluate patient care interventions used against pre-hospital/out-of-hospital best practice for clinical care
6. Hand over patient requiring pre-hospital/out-of-hospital patient care to receiving facility	6.1 Document relevant patient details according to local standard operation procedures
	6.2 Maintain patient confidentiality at all times
	6.3 Ensure documentation for handover procedures conveys all necessary information
	6.4 Maintain patient care until responsibility for patient care is taken over by staff of the receiving agency
	6.5 Convey information appropriately to those individuals involved in ongoing patient care to facilitate understanding and optimise continuing patient care

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

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

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Assessment Requirements for HLTAMB008 Assess and deliver standard clinical care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAMBAS501B/ HLTAMBCR502C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. minimum hours added

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 the activities outlined in the performance criteria of this unit during a period of at least 160 hours under clinical supervision in the workplace
- performed a clinical assessment and implemented standard care in a pre-hospital/out-of-hospital context on 5 different patients for an illness or trauma impacting health status including:
  - performing primary survey
  - performing secondary survey – systematic head to toe physical body examination including vital signs and level of consciousness
  - considering psychosocial, developmental and cultural considerations
  - considering mechanism of injury, pattern of injury and potential for injury
  - planning and implementing standard clinical care based on assessment and time-criticality
  - monitoring patient and implementing health care procedures and/or therapies
  - safely delivering patient to receiving facility or service
- implemented the following standard clinical care interventions under a variety of conditions and circumstances within the established clinical guidelines and protocols:
  - providing airway management for a patient
  - attaching leads, recording and interpreting an electrocardiograph (ECG) to analyse cardiac dysrhythmia

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  - performing manual direct current counter shock on an adult simulation manikin according to established clinical guidelines and protocols
  - administering and responding to the effects of pharmacological therapy to treat and manage patient's illness or condition
- performed advanced life support on an adult, child and infant simulation manikin according to established clinical guidelines and protocols.

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:

- assessment and interpretation of vital signs
- advanced life support and advanced resuscitation, including procedures and equipment used as specified within established clinical guidelines and protocols
- critical thinking and diagnostic reasoning techniques and processes:
  - process of critical questioning including purposeful, informed questioning in the clinical setting to make sense of the information presented at the scene of injury or illness
  - process of diagnostic reasoning in the clinical setting, which requires careful identification of key problems, issues and the risks involved in responding to patient needs
  - potential impacts of a range of factors in relation to identified body systems and their components
    - internal (such as physical, mental, emotional factors)
    - external (for example, in relation to specific patient assessment procedures)
  - concept of rapid stabilisation and transport including:
    - golden hour
    - chain of survival
    - time critical
    - priority status
    - transport consideration – for example, ground or aeromedical
- causes and effects of trauma including:
  - kinematics of trauma
  - blunt, penetrating, falls, blasts and motor vehicle accidents
  - crush injuries and compartment syndrome
  - physical laws of energy exchange (Newton's laws of motion)
  - cavitation
  - impact and clinical consideration for trauma to pregnant person
- common environmental emergencies

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- how to accurately obtain and document patient medical history including, pre-existing conditions, allergies, social and emotional wellbeing and current medication or treatment plans to provide to receiving health facility workers
- national and State/Territory legal and ethical considerations for emergency health care workers relevant to pre-hospital/out-of-hospital care, and how these are applied in organisations including:
  - children in the workplace
  - continuing professional education
  - discrimination
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practice standards
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - specific Commonwealth and State/Territory legislation or regulation for health care workers including covering, for example:
    - children and young people
    - anti-discrimination
    - disability
    - health, drugs and poisons
    - mental health
    - health records and information privacy
    - industrial relations
  - National Safety and Quality Health Service (NSQHS) Standards
  - work role boundaries – responsibilities and limitations
  - work health and safety
- organisation policies, procedures and established clinical guidelines and protocols for patient care and emergency equipment
- pharmacology therapy and concepts underpinning pharmacology:
  - pharmacological agents for the management of common disorders
  - pharmacokinetics including routes of administration – enteral, parenteral, inhalation, topical
  - preparation, properties, uses and actions of pharmacology
  - pharmacology terminology
  - absorption, distribution, metabolism and excretion of pharmacological products by the body
  - pharmacodynamics- pharmacological interactions
  - safe storage, handling and disposal of pharmacological products

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  - jurisdictional protocols and guidelines associated with administration, duration, magnitude and pharmacological response
- primary survey and secondary survey
- variations from normal functioning of body systems involving anatomy, physiology and pathophysiology, including:
  - pathophysiology of integumentary system including:
    - compromised integumentary system burns trauma or injury caused by the interaction of energy (thermal, chemical, electrical, or radiation)
    - pathophysiology of burns injuries, local and systemic responses and burn shock
    - classifications of burns injury and extent and severity of burns injury
  - pathophysiology of musculo-skeletal injury including:
    - soft tissue injury
    - causes and types of fractures, dislocations, strains and sprains
  - pathophysiology of the cardiovascular system including:
    - cardiovascular insult
    - how to interpret and analyse dysrhythmias and apply electric shock to obtain normal rhythm – for example asystole, ventricular fibrillations, ventricular tachycardia or heart block
    - classifications and complications of shock including hypovolaemia, cardiogenic and distributive
  - pathophysiology of the neurovascular system including:
    - brain injury including – concussion, contusion, Diffuse Axonal Injury (DAI), haematomas
    - traumatic brain injury including – primary and secondary injury, cerebral perfusion, raised intracranial pressure, herniation, cerebral agitation or irritation
    - cerebral thrombosis, transient ischaemic attack (TIA), cerebral embolism and cerebral haemorrhage
    - dementia
    - seizures and febrile convulsions
    - autonomic dysreflexia
  - poisoning, envenomation or overdose emergencies including:
    - neurotoxins, myotoxins, haemotoxins, illicit drugs
    - chemical, biological and radiological
  - pathophysiology of the respiratory system including:
    - differences in paediatric and adult airways
    - thoracic disorders or trauma
    - respiratory disorders including asthma, acute respiratory distress syndrome, croup, epiglottis, pneumonia, emphysema, chronic obstructive airway disease
    - gas laws and gas exchange (Boyle, Dalton, Charles, Henry)
    - external and internal ventilation and respiration
    - principles of lung volumes – minute volume and oxygenation

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- pathophysiology of the digestive and endocrine system including:
  - abdominal disorders including diabetes mellitus, thyroid and adrenal gland conditions
  - nutritional disorders, appendicitis, gastroenteritis and hepatitis
  - abdominal trauma including visceral, referred and somatic pain, gastro-intestinal bleeding
- processes of metabolism including:
  - cellular respiration
  - anaerobic and aerobic energy production
- pathophysiology of the urinary and reproductive system including:
  - acute and chronic renal failure and obstetric and gynaecological disorders (for example, ectopic pregnancy, spontaneous abortion, vaginal haemorrhage, pelvic inflammatory disease, endometriosis)
  - stages of labour – pre-delivery emergencies and post-delivery emergencies
  - assessing neonate body temperature and Apgar scores

• situations where the patient requires treatment that is outside the scope or authority to practice of the attending worker.

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely.

The requirement in the performance evidence to implement standard clinical care interventions under a variety of conditions and circumstances within the established clinical guidelines and protocols, must have been demonstrated using simulation before being demonstrated in the workplace and with members of the public.

The following conditions must be met for this unit:

• use of suitable facilities, resources and equipment as per local governing body including:
  - simulation adult, child, infant manikins suitable for simulation of clinical skills
  - vital signs monitoring devices
  - ECG recording device
  - placebo samples of pharmacological preparations for use in simulation scenarios.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

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HLTAMB009 Deliver intensive clinical care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAMBCR603B Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites.

Application

This unit of competency describes the skills and knowledge required to deliver advanced clinical pre-hospital/out-of-hospital patient care at a specialised level by assessing the needs of a patient, planning and administering intensive clinical care, and monitoring the state of the patient.

This unit applies to pre-hospital/out-of-hospital health care workers. Workers follow established clinical guidelines and protocols and work independently, applying specialised knowledge of pathophysiology and pharmacology to perform intensive clinical care.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess need for specialised intervention	1.1 Assess patient on the basis of a high level of clinical knowledge and a high level of contemporary clinical evidence based practice 1.2 Confirm that assessment of the need for specialised intervention is based on a demonstrable and clearly

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ELEMENT	PERFORMANCE CRITERIA
	thought out series of problem-solving steps or linkages
	1.3 Analyse and explain the patient assessment process when subject to clinical audit
2. Analyse information from clinical assessment to make a judgement about specialised pre-hospital/out-of-hospital patient care	2.1 Use systematic evaluation of patient assessment to interpret and make judgements regarding specialised patient care requirements
	2.2 Confirm judgement is in line with high level contemporary evidence based practice and organisation clinical practice guidelines/protocols
	2.3 Justify that the judgement, which forms the basis on which specialised treatment is planned, is reasonable in terms of the information available at the time
3. Plan specialised pre-hospital/out-of-hospital patient care	3.1 Establish priorities of care, based on assessment of the total scene and drawing on specialised knowledge and experience
	3.2 Recognise and interpret mechanisms of injury and potential for patient deterioration in conjunction with factors inherent in patient's condition, environment and potential impact of procedures or movement
	3.3 Develop contingency plans, based on mechanisms of injury and potential for patient deterioration
	3.4 Establish patient management plan, based on analysis of the scene and the patient and drawing on high level clinical knowledge
	3.5 Determine patient's potential or actual time criticality versus transport criticality
4. Implement procedures for specialised pre-hospital/out-of-hospital patient care	4.1 Commence all patient care procedures and pharmacological therapies as patient's presenting condition determines, with reference to local clinical and legislative guidelines and pharmacological requirements
	4.2 Confirm all actions are in accordance with established clinical guidelines and protocols.
	4.3 Consult and collaborate with designated medical authorities as required

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ELEMENT	PERFORMANCE CRITERIA
5. Monitor specialised pre-hospital/out-of-hospital patient care and modify as required	5.1 Monitor all aspects of patient's condition including vital signs at appropriate intervals to establish trends in terms of specialised procedures, interventions or knowledge 5.2 Assess potential effects of procedures implemented on patient's condition 5.3 Monitor pharmacological therapy noting effectiveness of treatment regime, and amend according to patient's condition 5.4 Recognise changes in patient's condition and adapt management according to the scope or authority to practice of the attending officer 5.5 Recognise the need for assistance and seek help immediately where the situation or patient's condition requires treatment outside the scope or authority to practice of the attending officer 5.6 Maintain and/or modify treatment, according to patient need as determined by the re-assessment process
6. Hand over patient requiring specialised care	6.1 Document relevant patient details according to organisation clinical practice guidelines/protocols 6.2 Maintain patient confidentiality at all times 6.3 Ensure documentation for handover procedures conveys all necessary information 6.4 Convey information appropriately to those individuals involved in ongoing patient care to facilitate understanding and optimise continuing patient care 6.5 Maintain patient care until responsibility for patient care is taken over by staff of the receiving agency

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.

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Unit Mapping Information

No Equivalent Unit

Links

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Assessment Requirements for HLTAMB009 Deliver intensive clinical care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAMBCR603B Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites.

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 the activities outlined in the performance criteria of this unit during at least 80 hours under clinical supervision in the workplace
- delivered intensive clinical care in the workplace to 1 person to detect and correct any immediate life threatening conditions including:
  - demonstrating the capacity to take into account subtle factors affecting the patient's condition, from a broad range of areas
  - making sound judgements on provision of patient care based on pathophysiology and pharmacology knowledge
  - applying advanced skills to provide appropriate care for complex clinical conditions
  - applying the clinical problem-solving process as it applies to specialised patient care
- performed each of the following 5 intensive clinical care interventions in the workplace or in a simulated environment, which are procedures approved for specialised patient care based upon organisation policies and procedures and in accordance with established clinical guidelines/protocols:
  - applied leads, recorded and interpreted an electrocardiograph (ECG) to analyse cardiac dysrhythmia performed an endotracheal intubation for airway management
  - performed intravenous (IV) cannulation to provide intravenous fluid therapy
  - performed intraosseous (IO) needle insertion to provide a non-collapsible entry point into the systemic venous system for fluid therapy
  - performed decompression of a tension pneumothorax with a needle

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  - performed defibrillation for a cardiac condition
- administered pharmacological therapy in the workplace to 1 patient according to established clinical guidelines and protocols.

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:

- specialised patient care in the field of pre-hospital/out-of-hospital care – detailed knowledge to enable accurate judgement and service delivery
- the structure and function of major organs (detailed and appropriate to this level) including a detailed understanding of heart structure and function (including electrophysiology, dysrhythmias)
- cell transport systems
- pharmacological processes and actions, indications and contraindications (appropriate to this level)
- cellular respiration (glycolysis, Krebs's Cycle, electron transport chain) and ATP production
- how to recognise the signs and symptoms of a broad range of clinical conditions and the (provisional) diagnosis of same
- advanced comprehension of trauma issues
- medical emergencies (advanced understanding including diving, altitude, temperature, overdose and poisoning, crush injuries and obstetrics)
- effects of intrinsic factors (such as age, health) and extrinsic factors (such as environment, medications) on patient condition and treatment
- human maintenance systems (including immunity and haemostasis)
- specialised patient care procedures and equipment used according to established clinical guidelines and protocols including IV and IO interventions used for fluid, blood and medication therapy
- patient social and emotional wellbeing related to trauma
- receiving facility requirements or how to access these requirements
- function of documentation being provided
- national and State/Territory legal and ethical requirements and considerations for emergency health care workers relevant to pre-hospital/out-of-hospital care, and how these are applied in organisations including:
  - children in the workplace
  - continuing professional education
  - discrimination
  - duty of care
  - human rights
  - informed consent

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  - mandatory reporting
  - practice standards
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - specific Commonwealth legislation and State/Territory legislation or regulation for health care workers including covering, for example:
    - children and young people
    - anti-discrimination
    - disability
    - health, drugs and poisons
    - mental health
    - health records and information privacy
    - industrial relations
  - National Safety and Quality Health Service (NSQHS) Standards
  - work role boundaries – responsibilities and limitations
  - work health and safety
- organisation policies, procedures and established clinical guidelines and protocols for patient care and emergency equipment.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence.

The requirement in the performance evidence to perform 5 intensive clinical care interventions in the workplace must have been demonstrated using simulation before being demonstrated in the workplace and with members of the public.

The following conditions must be met for this unit:

- use of suitable facilities, resources and equipment as per local governing body including:
  - simulation adult, child, infant and obstetric manikins suitable for simulation of clinical skills
  - defibrillator
  - 12 lead ECG leads and recording device
  - vital signs monitoring equipment
  - sample medications used in emergency treatment
  - oxygen resuscitation system with oxygen cylinder and oximeter and selection of oxygen masks with tubing
  - simulation model suitable for simulation insertion of an oropharyngeal airway
  - IV cannulation equipment and IV fluid therapy equipment

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- IO needle insertion equipment
- modelling of industry operating conditions, including contingencies should be included in simulations and scenarios that reflect pre-hospital/out-of-hospital clinical care work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB010 Manage and coordinate resources for emergency operations

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTAMBMA601D

Application

This unit of competency describes the skills and knowledge to manage, monitor and coordinate emergency service operations and resources controlling the use of emergency resources.

This unit applies to pre-hospital/out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain operations to meet quality standards	1.1 Ensure supplies necessary for operations are available and meet organisation requirements 1.2 Ensure operations within the area of responsibility meet service delivery specifications 1.3 Provide accurate information and advice to staff, members of the public and related organisations in line

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ELEMENT	PERFORMANCE CRITERIA
	with organisation policy and within the own area of responsibility
	1.4 Communicate operational information to the appropriate people in a manner and at a level and pace to promote understanding
	1.5 Ensure systems to monitor quality, time and cost specifications for service provided are fully and correctly implemented and maintained
	1.6 Recognise factors that may disrupt operations and take appropriate action to minimise their effects
	1.7 Maintain complete and accurate records of operations in own area of responsibility in accordance with established clinical guidelines and protocols
	1.8 Promptly communicate recommendations for improving efficiency of operations and quality of service to the appropriate people
	1.9 Ensure the scene is secure for emergency personnel in consultation with the incident controller for emergency operations
2. Create and maintain conditions conducive to productive work and quality service	2.1 Ensure the work environment is as conducive to work activity as possible
	2.2 Establish and maintain a sufficient supply of resources to meet community needs
	2.3 Ensure staff working conditions and use of resources satisfy current legislation and organisation guidelines
	2.4 Ensure frequency of maintenance and the use of equipment conform to established clinical guidelines/protocols
	2.5 Where resources do not meet requirements, refer the matter to appropriate person
	2.6 Promptly report workplace accidents and incidents to appropriate person and record as required
	2.7 Promptly refer recommendations for improving conditions to appropriate person
	2.8 Ensure all necessary records are complete, accurate and legible and available to authorised person when required
	2.9 Review records to ensure completeness and accuracy

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ELEMENT	PERFORMANCE CRITERIA
	in accordance with organisation policy and procedures
3. Monitor and control use of resources	3.1 Maintain expenditure within agreed budgets, ensuring it conforms to organisation procedures and does not compromise future spending requirements 3.2 Clearly explain the contribution each team member can make to control of resources 3.3 Ensure records of expenditure are complete, accurate and legible 3.4 Ensure prompt corrective action is taken in response to actual or potential significant deviations from plans 3.5 Promptly refer requests for expenditure outside own responsibility to the appropriate person

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

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

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Assessment Requirements for HLTAMB010 Manage and coordinate resources for emergency operations

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTAMBMA601D

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 and coordinated 1 emergency operation including:
  - ensuring the following supplies necessary for operations are available and meet service delivery specifications, organisation standards, schedules and procedures:
    - material supplies
    - equipment and technology
    - information required to coordinate resources
    - financial information
  - recognising factors that impact efficiency of operations and reporting on strategies to control resources for future operations.

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:

- patient care and assessment clinical standard guidelines
- emergency resources requirements
- organisation policies and procedures and established clinical guidelines and protocols
- relevant legislation and industrial guidelines

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- management of budgets and finance
- information technology and record-keeping.

Assessment Conditions

Skills must have been 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, resources and equipment as per local governing body including:
  - management plans and strategies and established clinical guidelines and protocols on which to base the planning.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB011 Manage a routine non-emergency scene

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removed public safety elements from this unit. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Supersedes HLTAMBSC401B

Application

This unit describes the skills and knowledge required to manage routine non-emergency situations that are not anticipated to be life-threatening to ensure safety at the scene.

This unit applies to pre-hospital/out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Attend non-emergency scene	1.1 Undertake appropriate roles as prescribed by Acts, regulations and organisation policies and procedures 1.2 Identify and maintain lines of communication with others according to communication protocols and organisation policy and procedures 1.3 Support collaborative planning and action in accordance with emergency operational procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Take appropriate measures to ensure safety at the scene	2.1 Identify real or potential hazards where there are risks to participants or bystanders
	2.2 Position vehicle, equipment and resources to facilitate safe access and departure and protect self, colleague and patient
	2.3 Wear personal protective equipment at the scene in accordance with emergency operational procedures
	2.4 Identify opportunities to utilise emergency resources and improvise as required to secure the scene
	2.5 Minimise risk by enlisting hazard reduction agents to enable patient treatment in hazard-free, or hazard-reduced, environment
	2.6 Prepare for possible escalation of situation into an emergency

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

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

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Assessment Requirements for HLTAMB011 Manage a routine non-emergency scene

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removed public safety elements from this unit. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Supersedes HLTAMBSC401B

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 1 routine non-emergency scene including:
  - taken appropriate measures to ensure safety
  - identified hazards, real or potential, where there are risks to participants or bystanders
  - minimised risk by enlisting hazard reduction agents
  - made decisions to ensure rapid and safe access and egress
  - used available resources.

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:

- command, control and coordination responsibilities – working knowledge
- how to evaluate management strategies used in routine non-emergency activities
- hazards and potential hazards at a scene and their effect on safe access and egress
- relevant policies and procedures relating to non-emergency management, including:
  - organisation policies and procedures
  - allied service procedures
  - State/Territory policies and procedures

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- relevant current national standards such as:
  - Australian Emergency Management Handbook Series
  - National Emergency Risk Assessment Guidelines
  - Australian/New Zealand Standard AS/NZS ISO 31000:2009 Risk management – Principles and guidelines
  - National Safety and Quality Health Service (NSQHS) Standards
  - Australian guidelines for the prevention and control of infection in healthcare (2010).

Assessment Conditions

Skills must have been 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, resources and equipment as per local governing body including:
  - vehicle or equipment
  - personal protective equipment
  - organisation policies and procedures on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB012 Communicate in complex situations to support health care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Merged HLTAMBFC301D/HLTAMBFC402C

Application

This unit of competency describes the skills and knowledge required to effectively communicate with patients, colleagues and health providers in complex situations using verbal and non-verbal interactions. It requires workers to address these significant challenges in the context of providing a health care service.

This unit applies to pre-hospital/out-of-hospital health care workers in a range of settings where direct patient contact is involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Communicate with patients and/or colleagues	1.1 Establish rapport through open, sensitive and confident manner 1.2 Obtain information from patient or others with sensitivity and respect for confidentiality as demanded by the situation

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Convey information to patient or carer about care procedures in a manner and at a time consistent with the overall need of the patient and the situation as a whole
	1.4 Clarify and respect the role and authority of allied personnel involved in the situation
	1.5 Monitor patient's understanding of information and adjust the mode of communication according to the needs and urgency of the situation
2. Use effective communication techniques	2.1 Introduce self appropriately and ensure communication with patients and colleagues reflects an understanding and respect for individual differences and needs
	2.2 Use interviewing and active listening techniques to identify, clarify and confirm situation needs
	2.3 Detect any barriers to effective communication and ensure communication is clear and relevant to situation, context and activities undertaken
	2.4 Observe discretion and confidentiality, and treat patients, members of the public and colleagues with respect at all times, especially when using touch and other non-verbal means of communication
	2.5 Identify early signs of potentially complex or difficult situations or problems, and respond in a caring, firm, confident and reassuring manner
	2.6 Deal with conflict or the potential for conflict in a manner that prevents escalation.
	2.7 Seek advice and assistance about communication difficulties with patients and colleagues from supervisor to maintain effective communication.
3. Convey and receive information using available modes of communication	3.1 Use communication codes and equipment correctly.
	3.2 Convey complex information clearly and accurately using job specific communication systems
	3.3 Acknowledge and where required clarify information received using active listening to ensure information is correctly understood

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ELEMENT	PERFORMANCE CRITERIA
4. Promote a positive public profile	4.1 Complete all documentation for required reports and records accurately and within identified time frames 4.2 Ensure clarity and accuracy of all recorded communications with people involved with health care support outside of health facilities and services 4.3 Ensure standards of personal presentation are appropriate to the organisation

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

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

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Assessment Requirements for HLTAMB012 Communicate in complex situations to support health care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Merged HLTAMBFC301D/HLTAMBFC402C

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:

- verbally communicated to patients and developed responses to meet the differing needs for each of the following 5 complex situations:
  - extrication from a motor vehicle accident
  - providing emergency care to a person under the influence of substance misuse
  - providing emergency care to a person who has a mental health condition
  - providing emergency care to a person who has been assaulted
  - providing emergency care to a person under stress due to a life-threating situation
- provided complex information clearly and accurately using a written response on at least 1 occasion.

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:

- effective communication techniques appropriate to communication requirements of specific job role including:
  - codes and communication terminology
  - preparing handover reports
- communication and interpersonal skills including:
  - using interviewing techniques

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  - asking questions
  - using active listening
  - asking for clarification and probing
  - responding to a range of views
  - showing empathy with patient, carers and/or colleagues
  - demonstrating awareness of complex communication needs of a person with hearing difficulties or speech impediment
  - demonstrating awareness of complex communication needs of people with:
    - communication-related disabilities
    - mental health conditions
    - pharmacological and alcohol addiction or misuse
    - adverse behavioural responses to unfamiliar environments
  - complex communication needs of a person under stress due to situations to themselves or others such as trauma, death and life threatening situations
- organisation operating procedures applying to identified situations where complex communication needs may be present
- relevant communication codes and systems
- referral processes of organisation and counselling services
- roles of relevant allied health personnel
- relevant guidelines and organisation procedures relevant to the job role.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB013 Contribute to managing the scene of an emergency

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Supersedes HLTAMBSC503B

Application

This unit describes the skills and knowledge required to manage procedures, provide security and communicate with other services involved with patient care at the scene of an emergency. It describes skills required in emergency situations, which may involve coordination with and by other emergency services personnel.

This unit applies to pre-hospital/out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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.
1. Assess the environment to identify real and potential hazards	1.1 Gather information to enable accurate assessment of the situation or incident 1.2 Accurately identify existing and potential hazards. 1.3 Assess the approach to an incident, identifying visible signs of danger 1.4 Position appropriate resources to facilitate safe and

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ELEMENT	PERFORMANCE CRITERIA
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.
	timely access and egress
2. Communicate with those involved in the incident	2.1 Communicate information in a clear, concise and comprehensive manner about the incident or scene to coordinator and medical and other emergency and allied services
	2.2 Provide information to people involved in the incident, or facilitate others to do so
	2.3 Communicate and gather information from other organisations at the scene to inform the improvement of services and avoid duplication of effort
3. Control hazards	3.1 Ensure security and safety of the scene and negate or minimise existing and potential hazards to patients, colleagues and others
	3.2 Use personal protective clothing and equipment for infection prevention and workplace health and safety
	3.3 Manage appropriately any resistive or combative patients or others to ensure security of the scene
	3.4 Use hazard-controlling resources safely
4. Establish relationships and lines of communication with other services and networks	4.1 Develop and use relationships in a way that benefits the organisation by drawing on shared expertise, information and resources
	4.2 Work effectively as part of a multidisciplinary emergency team, communicating in a clear, concise and comprehensive manner
	4.3 Support mutual cooperation through contribution to relevant network meetings or forums
	4.4 Consult with affected and interested parties to support organisation goals and objectives
5. Evaluate the emergency	5.1 Monitor the environment at the scene to identify

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ELEMENT	PERFORMANCE CRITERIA
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.
scene environment	changes that may compromise safety or patient care
	5.2 Recognise environmental changes requiring additional resources and promptly communicate this to appropriate agencies
	5.3 Gather and evaluate data from other organisations to inform improvements in managing emergency scenes

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

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

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Assessment Requirements for HLTAMB013 Contribute to managing the scene of an emergency

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Supersedes HLTAMBSC503B

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 managing 1 emergency scene including:
  - acknowledging and responding to a range of views and clarifying information from persons at the scene
  - establishing and maintaining inter-service communication and liaising and networking with personnel from other services to negotiate solutions of required tasks
  - identifying and managing any hazards at the scene and facilitating information to the public concerning safety
  - managing multiple competing priorities
  - identifying and implementing available resources in accordance with established clinical guidelines and protocols.

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:

- relevant policies and procedures relating to emergency management including:
  - organisation policies and procedures
  - allied service procedures
  - State/Territory policies and procedures

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- working knowledge of command, control and coordination responsibilities
- relevant current national standards such as
  - Australian Emergency Management Handbook Series
  - National Emergency Risk Assessment Guidelines
  - Australian/New Zealand Standard AS/NZS ISO 31000:2009 Risk management – Principles and guidelines
  - National Safety and Quality Health Service (NSQHS) Standards
  - Australian Guidelines for the Prevention and Control of Infection in Healthcare 2010
- real and potential hazards and their effects
  - procedures and techniques required to control resistive or combative patients or others in order to secure the scene
- roles and responsibilities of other organisations including services provided by medical and other emergency and allied agencies, and their limitations
- current practices, procedures and equipment used in communicating in the workplace including:
  - organisation confidentiality requirements
  - organisation policy and procedures relating to liaison with other organisations.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, resources and equipment as per local governing body including:
  - emergency vehicles
  - personal protective equipment
  - specialised equipment used in safe removal and egress
  - organisation policies and procedures or established clinical guidelines and protocols on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAMB014 Transport non-emergency patients under operational conditions

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Supersedes HLTAMBT301B

Application

This unit describes the skills and knowledge required to load, unload and drive vehicles safely to transport non-emergency patients to and from a facility or service. It includes using communication equipment and checking vehicles and equipment in order to restock and remedy faults.

This unit applies to pre-hospital/out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare and check vehicle and equipment	1.1 Check vehicle and equipment systematically and comprehensively based on a local vehicle checklist or inventory 1.2 Conduct vehicle checks on a regular basis according to organisation procedures to ensure continuing serviceability of vehicle and equipment

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Ensure interior and exterior cleanliness of vehicle in accordance with organisation policies and procedures for minimisation of infection risk to both non-emergency personnel and patients
	1.4 Maintain vehicle operating stock to acceptable minimum and maximum levels
	1.5 Maintain vehicle and equipment according to established clinical guidelines and protocols
2. Ensure faults in vehicle and equipment are remedied	2.1 Identify and report general nature of fault and liaise with organisation to remedy fault
	2.2 Assess risk of further damage to malfunctioning vehicle or equipment against patient care priorities, and communicate decisions to appropriate workers
	2.3 Rectify minor faults where possible
	2.4 Establish need for additional or replacement resources, and communicate to appropriate personnel
3. Convey and receive information using necessary modes of communication	3.1 Update knowledge to ensure communication techniques and procedures are consistent with relevant legislation and established clinical guidelines and protocols
	3.2 Notify appropriate receiving facility according to local standard non-emergency patient transport procedures
4. Load, unload and secure non-emergency patient and other specific personnel for transportation	4.1 Load and unload patient, consistent with safe work practices and organisation policy and procedures
	4.2 Check with patient that appropriate support or assistance during loading or unloading is being undertaken
	4.3 Transport appropriate personnel to accompany the patient, where such a need has been identified and there is a capacity to do so, in accordance with established clinical guidelines/protocols
	4.4 Organise and secure equipment in accordance with relevant Australian Standards, legislation and organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Drive vehicle	5.1 Drive vehicle in a manner that avoids exacerbation of patient's condition 5.2 Drive vehicle under operational conditions in a low risk manner and according to legal requirements 5.3 Ensure communication is established between driver and patient or patient care officer to ensure effective observation and patient care during transport 5.4 Consult map or Global Positioning System (GPS) accurately when required 5.5 Take the most efficient route by monitoring factors likely to cause delays or route deviations

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

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

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Assessment Requirements for HLTAMB014 Transport non-emergency patients under operational conditions

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Supersedes HLTAMBT301B

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:

- checked the safety of transport vehicle and safely transported 3 different non-emergency patients under operational conditions including loading and unloading.

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:

- methods of loading and unloading non-emergency patients
- organisation policy and procedures for vehicles used for transportation of non-emergency patients, equipment in vehicles and vehicle checks
- relevant acts, regulations and organisation policies procedures related to transport of non-emergency patients including:
  - manual handling and lifting
  - care and/or restraint of patient during transportation – for example a patient with a mental health condition or a child
  - non-emergency patient care procedures during transportation
  - State/Territory road rules and regulations when driving emergency vehicles
- stock inventory and the safe storage and disposal of pharmacological products
- use of communications equipment and systems, and knowledge of relevant procedures
- vehicle and non-emergency resources organisation operating procedures.

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

The requirement in the performance evidence for checking the safety of transport vehicle and safely transporting 3 non-emergency patients under operational conditions must have been demonstrated using simulation before being demonstrated in the workplace and with members of the public.

The following conditions must be met for this unit:

- use of suitable facilities, resources and equipment as per local governing body including:
  - transport vehicle (emergency or non-emergency)
  - stretcher
  - communication protocols, devices and equipment used in emergency vehicles
  - access to real people for whom the candidate provides transport.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTANA001 Prepare clients for anaesthesia

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAN402D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to complete specific client related preparation tasks. It includes client preparation and transfer, the attachment and detachment of equipment and positioning the client for different procedures.

The unit applies to anaesthetic technicians working under the direction of, and in consultation with, an anaesthetist in any hospital or day surgery setting.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Receive and prepare client	1.1 Greet client, confirm identity, correlate with identification band, client notes, consent form and follow other identification procedures according to organisation policy
	1.2 Acknowledge accompanying relatives and carers sensitively and appropriately
	1.3 Obtain verbal confirmation of surgical procedure and location if applicable
	1.4 Note any client factors that impact on their care
	1.5 Complete preparation tasks or check that these have been completed by others and provide clear information to client
	1.6 Monitor the client's safety, physical and emotional wellbeing through continual observation
	1.7 Identify, record and immediately report any variations, discrepancies and changes to the client, their documentation or their wishes to the anaesthetist and other relevant personnel
	1.8 Label client property and store securely in accordance with organisation policy
2. Attach and detach equipment	2.1 Select routine monitoring and other equipment in accordance with anaesthetist's preference
	2.2 Prepare skin and attach correctly, following infection prevention and control procedures
	2.3 Set equipment in operation and confirm functioning
	2.4 Carefully detach equipment with minimum risk of damage to client, staff or equipment, once the anaesthetist indicates that it is no longer required
	2.5 Clean and restore equipment ready for reuse
3. Provide assistance with insertion of intravenous cannulation	3.1 Liaise with anaesthetist to confirm requirements
	3.2 Observe client behaviour and respond to situations where support is required

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	3.3. Provide optimum conditions to facilitate access
	3.4 Select, prepare and provide anaesthetic medical officer with required equipment in an aseptic manner
	3.5 Following insertion, adequately and safely secure the device
	3.6 Dispose of waste/sharps in accordance with waste management policies and infection control guidelines
4. Assist with transfer of clients	4.1 Plan to transfer client into procedural/operating room according to operational requirements
	4.2 Ensure relevant personnel and client are aware of the actions to be performed
	4.3 Detach equipment/infusions not required from the client before the transfer takes place
	4.4 Ensure equipment attached to the client is safely and correctly adjusted during transfer
	4.5 Employ safe moving and handling techniques during client transfer
	4.6 Ensure movement is conducted safely and client discomfort minimised
	4.7 Correctly re-connect and adjust equipment/infusions on completion of transfer, as necessary
	4.8 Maintain client’s dignity during transfer
5. Assist with positioning of clients	5.1 Inform client of positioning procedures to be completed, and seek his/her cooperation when appropriate
	5.2 Position client in consultation with other health care professionals
	5.3 Ensure all relevant equipment is available, is functioning correctly and is correctly attached/placed in accordance with the anaesthetist’s and surgeon’s preferences and the individual needs of the client
	5.4 Ensure client is protected from injury in collaboration

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	with other relevant health professionals
	5.5 Obtain assistance to position client when necessary
	5.6 Observe any abnormal responses and report any action required to be taken to the anaesthetist

Foundation Skills

The Foundation Skills describe those required skills (employability 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.

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

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Assessment Requirements for HLTANA001 Prepare clients for anaesthesia

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAN402D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established technical, infection control and safety procedures to receive, prepare, transfer and position at least 10 different clients for procedures involving anaesthesia
- placed patients in all of the following positions:
  - prone
  - lateral
  - lithotomy
  - supine
  - Trendelenburg
  - reverse Trendelenburg
- used the following equipment correctly:
  - beds
  - theatre trolley
  - operating table

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- patient handling equipment, including specialised equipment
- wheelchairs

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:

- legal and ethical considerations (national, state/territory) for client preparation, and how these are applied in organisations:
  - codes of practice
  - duty of care
  - infection prevention and control
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - work role boundaries – responsibilities and limitations
  - work health and safety (WHS), manual handling and safe client transfer and positioning techniques
- function and use of surgical safety lists
- client drains and traction attachments
- pre-medications and their effects relevant to providing assistance in anaesthesia
- anatomy, physiology and pathophysiology factors that impact client positioning and equipment interface for different client groups
- medical terminology specific to client procedures:
  - preparation
  - attachment/detachment of equipment
  - positioning
  - transfer
- clinical documentation and handover, including World Health Organisation *Surgical safety checklist*
- tasks involved in client preparation for surgery including:
  - premedications/routine medications
  - antithromboembolytic devices
  - removal of personnel items
  - toileting
  - fasting
  - pathology testing
  - clinical measurements

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  - radiological investigations
  - prewarming
  - surgical site preparation
- how to attach routine monitoring and equipment, including:
  - electrocardiography (ECG)
  - non-invasive blood pressure cuff
  - pulse oximetry
  - gas analyers
  - antithrombembolytic devices
  - diathermy plate
  - warming devices
  - client padding/protection
- intravenous access techniques & equipment used

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources
- modelling of industry operating conditions, including presence of situations requiring problem solving in non-routine situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTANA002 Monitor clients during anaesthesia

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence - incorporates content from multiple units, including HLTAN403D/HLTAN404D.

Application

This unit describes the skills and knowledge required to observe and monitor clients, taking a broad range of clinical tests and measurements.

The unit applies to anaesthetic technicians working under the direction of, and in consultation with, an anaesthetist in any hospital or day surgery setting.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Observe client	1.1 Read and interpret information in client records 1.2 Check client's physiological parameters as directed 1.3 Identify deviations from acceptable limits, check equipment for true reading and report to the anaesthetist

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Identify and respond to signs of client discomfort, distress or adverse reaction within role responsibility
2. Take measurements and samples	2.1 Select and prepare equipment suited to test or measurement being conducted
	2.2 Prepare client according to requirements of test or measurement
	2.3 Maintain aseptic technique during collection of body fluid for analysis
	2.4 Accurately measure client's fluid intake and output/loss
	2.5 Perform measurement or take samples in accordance with manufacturer's guidelines and organisation policies and procedures
	2.6 Determine quality of measurement or sample based on established procedures
3. Report measurements	3.1 Read test results and report to the anaesthetist
	3.2 Promptly identify and report abnormal findings to the anaesthetist
	3.3 Document results of measurement or ensure documentation is completed

Foundation Skills

The Foundation Skills describe those required skills (employability 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.

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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

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Assessment Requirements for HLTANA002 Monitor clients during anaesthesia

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence - incorporates content from multiple units, including HLTAN403D/HLTAN404D.

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 monitoring assistance to an anaesthetist during at least 5 procedures
- followed established technical and infection control procedures to undertake each of the following clinical measurements and tests at least twice:
  - arterial blood gases
  - blood pressure
  - blood glucose level
  - circulation
  - electrocardiography (ECG)
  - 12 lead ECG
  - haemoglobin
  - inspired/expired gases (Functional inspiratory oxygen (FiO2), Functional expiratory oxygen (FeO2), end-tidal carbon dioxide (ETCO2), tidal volume (TV), inspiratory pressure, minute volume (MV), respiratory rate (RR), minimal alveolar concentration (MAC)
  - level of consciousness
  - neuromuscular function
  - oxygenation (oximetry, FiO2, partial pressure oxygen (PaO2)

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- pulse
- respiration
- temperature
- fluid balance

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:

- legal and ethical considerations (national, state/territory) for client monitoring, and how these are applied in organisations:
  - codes of practice
  - duty of care
  - infection prevention and control
  - informed consent
  - mandatory reporting
  - manufacturer's guidelines
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - work role boundaries – responsibilities and limitations
  - work health and safety
- clinical measurements undertaken by anaesthetic technicians:
  - purpose
  - how they are undertaken
  - normal results and variations from normal
  - implications of abnormal results for all of the following:
    - arterial blood gases
    - blood pressure
    - blood glucose level
    - peripheral perfusion/skin colour
    - haemodynamic (non-invasive blood pressure, invasive blood pressure, central venous pressure, pulmonary artery wedge pressure, pulse, heart rate, cardiac output)
    - dermatomes
    - ECG
    - 12 lead ECG
    - haemoglobin
    - blood tests samples for urea and electrolytes (U&E), coagulation profile (coags), full blood count (FBC),

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    - inspired/expired gases (FiO2, FeO2, ETCO2, TV, insp pressure, MV, RR, MAC)
    - level of consciousness clinical observation & entropy/bispectral index monitoring)
    - neuromuscular function
    - oxygenation (oximetry, FiO2, PaO2
    - pain assessment
    - temperature
    - acid base balance
    - heart & lung sounds
- fluid balance monitoring requirements, including:
    - urine
    - gastrointestinal
    - blood
    - irrigation
    - intravenous
    - intra-arterial
- clinical documentation requirements
- principles of biomedical science for anaesthesia:
    - electrical potential
    - fibreoptics
    - hydrostatic/atmospheric/oncotic pressure
    - oscillometry
    - photometrics/photoelectrics
    - thermistor
    - transducers

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including those required by tests specified in performance evidence
- modelling of industry operating conditions, including presence of situations requiring problem solving in non-routine situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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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

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HLTANA003 Assist with airway management

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence- incorporates content from multiple units, including HLTAN403D/HLTAN404D.

Application

This unit describes the skills and knowledge required provide assistance to the anaesthetist in airway management during anaesthesia and resuscitation, including difficult and emergency airways.

The unit applies to anaesthetic technicians working under the direction of, and in consultation with, an anaesthetist, in any hospital or day surgery setting.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Select, check and prepare airway management equipment in accordance with manufacturer's guidelines	1.1 Review information about client and type of surgical procedure and anticipate type and calculate size of airway management equipment 1.2 Identify and respond to situations where anaesthetist

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	needs to confirm selection
	1.3 Conduct pre-use safety check of selected equipment
	1.4 Diagnose airway management equipment faults and rectify within scope of role
	1.5 Prepare and position equipment for use following safe manual handling techniques
2. Perform bag and mask ventilation	2.1 Position patient for bag/mask ventilation
	2.2 Confirm adequate ventilation and rectify any issues preventing adequate ventilation
	2.3 Insert oropharyngeal and/or nasopharyngeal airway if indicated
	2.4 In consultation with the anaesthetist determine when to cease bag/mask ventilation
3. Assist with insertion of supraglottic airway devices (SAD)	3.1 Select, conduct pre-use check and prepare (SAD)
	3.2 Anticipate needs of the anaesthetist
	3.3 Assist with positioning of client
	3.4 Provide assistance during insertion
	3.5 Inflate cuff of SAD in accordance with manufacturer’s guidelines, clinical indications and anaesthetist’s directions
	3.6 Secure airway into position when directed
4. Assist with insertion of endotracheal, orally or nasally and/or endobronchial tubes	4.1 Select, conduct pre-use check and prepare endotracheal or endobronchial tube and other intubation equipment
	4.2 Assist with positioning of client for intubation
	4.3 Anticipate needs of the anaesthetist
	4.4 Provide assistance with insertion including use of stylet, bougie and/or cricoid manipulation
	4.5 If applicable, inflate cuff according to industry

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	standard.
	4.6 When indicated, assist with insertion of throat pack including appropriate documentation of insertion/removal
	4.7 If directed, use a stethoscope to identify breathing sounds
	4.8 Secure airway into position when directed
5. Assist with rapid sequence induction	5.1 Determine rationale for rapid sequence induction
	5.2 Select, conduct pre-use check and prepare equipment for rapid sequence induction
	5.3 Inform client of procedures to be completed by the anaesthetic technician
	5.4 Apply cricoid pressure , monitor patient for vomiting and remove pressure when instructed by the anaesthetist
	5.5 Assist with insertion of endotracheal tube
	5.6 Secure airway into position if directed.
6. Assist with predicted difficult airway/intubation	6.1 Discuss and confirm equipment preparation, intubation plan and contingencies with anaesthetist
	6.2 Select, undertake pre-use safety checks and prepare required equipment
	6.3 Inform client of tasks to be undertaken by anaesthetic technician.
	6.4 Anticipate anaesthetist needs in patient preparation and assist throughout intubation
	6.5 When appropriate, return clean equipment to storage location and send used equipment for processing.
	6.6 Debrief with anaesthetic team on outcome of intubation.
7. Assist with connection/ disconnection of client to/from	7.1 Select and prepare ventilation equipment and materials

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
ventilation equipment	7.2 Set ventilation modes and parameters and ensure warning devices are switched on, tested and are registering that the equipment is safe prior to use with client
	7.3 Observe equipment whilst in use and take action immediately if fault develops to avoid danger to equipment, clients and staff
	7.4 Follow established procedures to rectify faulty equipment
	7.5 Check client's physiological parameters when required or as directed by anaesthetist
	7.6 Identify, validate and report deviations from acceptable limits of physiological parameters to the medical practitioner
	7.7 Report signs of client discomfort, distress or adverse reaction to the anaesthetist
8. Assist in management of client's airway during emergence phase	8.1 Assist anaesthetist with client positioning to facilitate management of client's airway
	8.2 Assist anaesthetist to optimise oxygenation of client
	8.3 Assist with oral/nasal/endotracheal/SAD suctioning.
	8.4 Assist anaesthetist as required during SAD removal or extubation and be prepared for possible reintubation
	8.5 Provide reassurance to the client and take action to limit injury
	8.6 Observe client's condition throughout the procedure and take action when required or at the direction of the anaesthetist

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language,

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literacy and numeracy) 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

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Assessment Requirements for HLTANA003 Assist with airway management

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence- incorporates content from multiple units, including HLTAN403D/HLTAN404D.

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:

- followed established airway management processes and techniques including performing or assisting with at least 10 of each of the following:
  - pre-oxygenation
  - bag or mask ventiliation
  - Supraglottic Airway Device (SAD) insertion
  - oral insertion of endotracheal tubes
  - airway management during emergence
- followed established airway management processes and techniques including performing or assisting with at least 3 of each of the following:
  - endobronchial tube insertion
  - nasal insertion of endotracheal tubes
  - laser tubes
  - rapid sequence induction
  - predicted difficult airway
  - attaching clients to ventilators
  - tracheostomy tube

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- performed or assisted with airway management on different client types of varied ages, both conscious and unconscious
- responded and adapted to airway management problems:
  - routine
  - unpredictable

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:

- legal and ethical considerations (national, state/territory) for airway management, and how these are applied in organisations:
  - codes of practice
  - duty of care
  - infection prevention and control
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - work role boundaries – responsibilities and limitations
  - work health and safety (WHS)
- considerations for airway management in different types of surgery, including:
  - general/regional/local anaesthetic and sedation
  - remote site - radiology, electroconvulsive therapy (ECT) & endoscopy
  - general/gastro-intestinal surgery
  - ear, nose and throat surgery
  - gynaecological surgery
  - obstetric surgery
  - orthopaedic surgery
  - vascular surgery
  - urological surgery
  - oral/dental/maxillofacial surgery
  - cardiothoracic surgery
  - neurosurgery
  - plastic surgery
  - trauma/emergency surgery
  - ophthalmic surgery
  - paediatric

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- airway equipment, including function and operating guidelines, use, indications and limitations, and criteria for withdrawal for:
  - laryngoscopes blades
  - fibreoptic bronchoscopes
  - videoscopes
  - cricothyrotomy kits
  - oral and nasal airways
  - oral endotracheal tubes
  - laser tubes
  - nasal endotracheal tubes
  - tracheostomy tubes
  - endobronchial tubes
  - supraglottic airway devices
  - jet insufflations
  - intubation adjuncts – bougie, stylet, Magill's forceps
- types of suction equipment, its indication for use and hazards associated with usage
- airway management procedures, common issues and scope of technician role in:
  - bag or mask ventilation
  - Supraglottic airway device insertion
  - insertion of endotracheal tube, orally or nasally and endobronchial tubes
  - rapid sequence induction
  - predicted difficult airway
  - airway management during emergence
  - emergency airway algorithms
  - gas induction
- client considerations for airway management:
  - relationship between client positioning techniques and optimal airway management
  - pre-medications and their effects on respiration
  - causes, signs and symptoms of loss of airway
  - remedial actions to address loss of airway
  - type of surgery, including shared airway
- anatomy, physiology and pathophysiology factors that impact airway management for different client groups
- medical terminology specific to airway management
- roles and responsibilities of those participating in the anaesthetic procedure
- Australian and New Zealand College of Anaesthetists (ANZCA) *Policy guidelines* and *Difficult airway society guidelines*

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Assessment Conditions

The following aspects of the performance evidence must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace:

- followed established airway management processes and techniques including performing or assisting with at least 10 of each of the following:
  - pre-oxygenation
  - bag or mask ventilation
  - SAD insertion
  - oral insertion of endotracheal tubes
  - airway management during emergence

The following aspects of the performance evidence must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions:

- followed established airway management processes and techniques including performing or assisting with at least 3 of each of the following:
  - laser tubes
  - rapid sequence induction
  - predicted difficult airway
  - attaching clients to ventilators
  - nasal insertion of endotracheal tubes
  - endobronchial tube insertion
  - gas induction
  - tracheostomy tube
  - failed airway scenarios

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - airway management equipment:
    - nasal and oral endotracheal tubes
    - tracheostomy tubes
    - laryngoscopes, including video, conventional, McCoy and fibreoptic
    - video or fibreoptic bronchoscopes
    - endobronchial tubes/endobronchial blockers
    - other difficult intubation equipment
    - emergency airway equipment
    - intubation aids (e.g. stylet, bougie, exchange catheter)
    - oropharyngeal/nasopharyngeal airways
    - Supraglottic airways
    - anaesthetic circuits

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    - self inflating bag resuscitator
    - face masks
    - connectors
    - filters
    - Magill's forceps
  - general medical equipment:
    - suction equipment for oesophageal and tracheal suction
    - throat packs
    - lubricant
    - scissors
    - syringes
  - monitoring equipment:
    - electrocardiography (ECG)
    - stethoscope
    - oxygen and gas analyser, spirometer, airway pressure and carbon dioxide monitor
    - cuff pressure gauge
    - pulse oximetry
    - neuromuscular transmission monitor
    - arterial blood gas measurement
  - personal protective equipment
  - paediatric & adult mannequins for initial simulated assessment
- modelling of industry operating conditions, including presence of situations requiring problem solving in non-routine situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTANA004 Respond to anaesthesia related emergencies

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to recognise signs of client deterioration that pose an immediate threat to life and respond appropriately, including the preparation of drugs used in emergency situations.

This unit applies to anaesthetic technicians working under the direction of, and in consultation with, an anaesthetist/medical officer in any hospital or day surgery setting.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Recognise clinical emergencies	1.1 Recognise signs of deterioration in clients and immediately report to appropriate clinician
	2.1 Monitor, interpret and promptly recognise abnormal equipment readings and immediately report abnormal values to anaesthetist/medical staff

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Respond to clinical emergencies	2.1 Maintain client's vital functions pending attendance of medical staff
	2.2 Use communication escalation techniques according to organisation procedures
	2.3 Promptly obtain emergency equipment and make ready for relevant medical staff
	2.4 Assist the anaesthetist/medical staff to perform any emergency procedures under direction
	2.5 Assist with the medical management of the client and allocate work to other team members according to priority
3. Prepare drugs for administration in emergency situations	3.1 Ensure required drugs, diluents and fluids are to hand
	3.2 Read expiry date for each drug, diluent or fluid and check it has not been exceeded
	3.3 Make accurate calculations to prepare drug to correct nature, quantity and dilution based on medical officer requirements
	3.4 Check drugs with an authorised person prior to and after mixing
	3.5 Use correct equipment and maintain sterility of drug and diluent
	3.6 Check final drug dilution with anaesthetist or medical officer
	3.7 Administer drugs under the direction and supervision of the anaesthetist
	3.8 Complete medication documentation in accordance with organisation policies and procedures
4. Finalise emergency procedures	4.1 Document accurate and complete record of emergency situation and actions taken according to scope of own role
	4.2 Participate in emergency de-brief according to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	organisation procedures
	4.3 Review own role in emergency and identify potential actions to support future improvement

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.

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

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Assessment Requirements for HLTANA004 Respond to anaesthesia related emergencies

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 and actioned response to diverse emergency situations, including:
  - respiratory/ airway emergencies:
    - difficult/compromised airway
    - can’t intubate can’t ventilate
    - bronchospasm
    - pneumothorax
    - laryngospasm
    - aspiration
    - suxamethonium apnoea
    - hypoxia/hypoxaemia
    - hypercarbia
  - cardiac emergencies:
    - ventricular fibrillation
    - ventricular tachycardia
    - pulseless electrical activity
    - asystole
    - third degree heart block

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    - cardiac arrhythmias which pose threat to life for individual clients
    - perioperative myocardial infarcts
    - cardiac tamponade
  - malignant hyperthermia
  - hypothermia
  - hypovolaemic shock/massive blood loss
  - severe hypotension
  - severe hypertension
  - pulmonary hypertension
  - anaphylactic shock
  - thromboembolism or pulmonary embolism – fat, thrombus, air/gas, amniotic fluid
  - pulmonary oedema & negative pressure pulmonary oedema
  - local anaesthetic toxicity
  - total spinal
  - metabolic and endocrine abnormalities
  - drug administration error and adverse drug reaction
  - septic shower
- followed established procedures for use of emergency equipment/ consumables, including:
  - difficult airway trolley and other airway and suction equipment
  - cardiac arrest trolley and defibrillator
  - heating/cooling equipment
  - infusion/transfusion equipment
  - monitoring equipment
  - medications
  - chest drains

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:

- legal and ethical considerations (national, state/territory) for emergencies, and how these are applied in organisations:
  - codes of practice
  - duty of care
  - infection prevention and control
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management

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  - rights and responsibilities of workers, employers and clients
  - work role boundaries – responsibilities and limitations in emergencies
  - work health and safety
- the following anaesthetic emergencies, their signs, symptoms, physiological and non-physiological causes, treatment or resolution and prediction:
  - respiratory/ airway emergencies:
    - difficult/compromised airway
    - can’t intubate can’t ventilate
    - bronchospasm
    - pneumothorax
    - laryngospasm
    - aspiration
    - suxamethonium apnoea
    - hypoxia/hypoxaemia
    - hypercarbia
  - cardiac emergencies:
    - ventricular fibrillation
    - ventricular tachycardia
    - pulseless electrical activity
    - asystole
    - third degree heart block
    - cardiac arrhythmias which pose threat to life for individual clients
    - perioperative myocardial infarcts
    - cardiac tamponade
  - malignant hyperthermia
  - hypothermia
  - hypovolaemic shock/massive blood loss)
  - severe hypotension
  - severe hypertension
  - pulmonary hypertension
  - anaphylactic shock
  - thromboembolism or pulmonary embolism – fat, thrombus, air/gas, amniotic fluid
  - pulmonary oedema & negative pressure pulmonary oedema
  - local anaesthetic toxicity
  - total spinal
  - metabolic and endocrine abnormalities
  - drug administration error and adverse drug reaction
  - septic shower
- external emergencies including equipment failure, equipment/consumable supply shortage, weather events, fire and power outage

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- algorithms used to de-escalate anaesthetic emergencies
- crisis management basic principles including internal and external crisis sources
- methods, principles and procedures for dealing with emergencies, including:
  - problem solving techniques
  - graded assertiveness
  - crisis communication principles
  - clinical handover
  - multidisciplinary team structure and functions
  - situation monitoring/situational awareness
  - massive transfusion protocol
  - Australian Resuscitation Council guidelines
  - Australian and New Zealand College of Anaesthetists (ANZCA) *Anaphylaxis guidelines*
  - ANZCA *Malignant hyperthermia guidelines*
- features, functions and safe use of emergency equipment
- emergency drug administration:
  - equipment
  - routes of administration in anaesthesia context
  - types, functions and effects of different drugs
  - legislation and protocols

Assessment Conditions

Skills must have been demonstrated 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 those to simulate management of all emergencies identified in the Performance Evidence:
- modelling of industry operating conditions, including presence of situations requiring problem solving in non-routine situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTANA005 Maintain quality and supply of anaesthetic equipment and consumables

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAN408/HLTAN506. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to check functioning of equipment, implement routine and planned equipment maintenance, and maintain the supply of anaesthetic supplies. It also covers the evaluation of new equipment.

The unit applies to anaesthetic technicians working in any hospital or day surgery setting.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards, and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Check functioning and conduct routine maintenance	1.1 Check availability of minimum equipment requirements as per Australia New Zealand College of Anaesthetists (ANZCA) policy guidelines 1.2 Perform safety checks 1.3 Ensure anaesthetic equipment is functioning correctly

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	and rectify any routine problems
	1.4 Clean and safely store equipment
	1.5 Report hazardous, damaged or faulty equipment and arrange repairs
	1.6 Disassemble and clean anaesthetic equipment
	1.7 Dispose of disposable/single use items
2. Maintain adequate stock levels of anaesthetic consumable items	2.1 Access and interpret stock documentation, store and rotate stock, check stock levels and take action to maintain supply
	2.2 Communicate unavailability of stock to relevant personnel
	2.3 Identify when to withdraw and dispose of stock in compliance with health hazard notices and environmental protection authority
	2.4 Dispose of expired stock safely in accordance with legislative requirements
	2.5 Ensure product disclosure information, technical data sheets and material safety data sheets are available and referenced as required
3. Implement planned maintenance	3.1 Identify maintenance procedures and appropriate documentation
	3.2 Maintain anaesthetic and monitoring equipment
	3.3 Complete regular servicing in accordance with scope of own role
	3.4 Complete accurate maintenance documentation and escalate to relevant personnel any issue
	3.5 Review maintenance records and update
4. Arrange repairs of anaesthetic equipment	4.1 Identify anaesthetic equipment faults and place safety hazard label on anaesthetic equipment
	4.2 Complete repair request documentation and give to relevant personnel for actioning
	4.3 Complete routine and minor anaesthetic equipment repairs

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5. Orientate staff to anaesthetic and monitoring equipment	5.1 Provide instruction on anaesthetic equipment to other members of the multidisciplinary team 5.2 Provide in-service training on anaesthetic equipment to other members of the multidisciplinary team
6. Evaluate anaesthetic and monitoring equipment for purchase	6.1 Develop evaluation criteria and documentation for equipment being considered for trialling or purchase in consultation with the anaesthetist 6.2 Apply agreed criteria to evaluation and provide recommendations for purchase 6.3 Provide feedback to companies on products under development, as requested

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

Links

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

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Assessment Requirements for HLTANA005 Maintain quality and supply of anaesthetic equipment and consumables

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAN408/HLTAN506. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed legislation, industry standards & code of practice, manufacturer's guidelines and organisation procedures to maintain the standard and supply of anaesthetic equipment and supplies for at least one facility, including:
  - routine cleaning and care
  - planned maintenance and servicing
  - arranging repairs
  - testing for functionality and safety, including ANZCA level 2 and level 3 check of the anaesthetic machine
- provided in service training on at least one piece of equipment
- evaluated one piece of equipment

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:

- types of anaesthetic equipment and consumables required:
  - medications, forms and other consumables

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- anaesthetic airway, breathing, infusion monitoring devices
- emergency equipment
- non-disposable equipment

- areas that require anaesthesia related equipment and consumables:
  - anaesthetic and emergency trolleys
  - induction room and/or store rooms
  - anaesthetic machines
- set-up & safety checks, principles & limitation of operation, features/functions and safe use of anaesthetic and monitoring equipment, including their service schedule, storage, disassembly and cleaning requirements, including:
  - anaesthetic machine and components, including:
    - alarms and measurement devices
    - suction and scavenger
    - ventilator
    - bulk and local gas supply equipment
    - vaporisers
  - breathing systems/circuits and attachments
  - airway and breathing equipment including:
    - fibreoptic, video and other intubation aids
    - consumables
    - breathing circuits and portable ventilators
    - invasive and no-invasive monitoring equipment
    - emergency equipment
    - thermoregulation equipment
    - infusion and rapid infusion equipment
    - tourniquets and exsanguinators
    - antithromboembolitic
    - diathermy
- routine problems that occur with different types of equipment and how to rectify within own scope
- principles of physics and measurement as it relates to anaesthetic practice, including:
  - thermodynamics
  - gas laws
  - fluid dynamics
  - potentiometry
  - optics
  - transducers
  - vaporisation
  - ultrasound
- basic electronic components and their function

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- legal and ethical considerations (national, state/territory) for management of equipment and consumables, and how these are applied in organisations:
  - codes of practice
  - duty of care
  - infection prevention and control
  - records management
  - rights and responsibilities of workers and employers
  - work role boundaries – responsibilities and limitations
  - work health and safety (WHS):
    - electrical safety requirements for equipment
    - gas safety

Assessment Conditions

Skills must have been 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, modelling of industry operating conditions, including presence of situations requiring problem solving in non-routine situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTANA006 Assist with clinical procedures used in anaesthesia

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to plan and prepare for anaesthesia for a range of surgical specialities, and provide assistance to the anaesthetist during regional anaesthesia, invasive monitoring and other anaesthetic related procedures. It includes the ability to prepare and monitor both client and equipment during the procedure.

This unit applies to anaesthetic technicians working under the direction of, and in consultation with, an anaesthetist in any hospital or day surgery setting.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare client and equipment	1.1 Read procedure information, check anaesthetist requirements and surgical factors that may impact on the anaesthetic procedure 1.2 Develop and communicate individualised anaesthesia

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	plan in collaboration with anaesthetist
	1.3 Select and prepare equipment and materials in relation to sequence and requirements of the clients and their anaesthetic procedure
	1.4 Ensure all relevant anaesthetic equipment and materials are clean/disinfected/sterile, functioning correctly, prepared for use, and if necessary, calibrated
	1.5 Position equipment and materials for accessibility
	1.6 Accurately document accountable anaesthetic items
	1.7 Position the client for the procedure and provide optimum conditions to facilitate access
	1.8 Check environment for administration of anaesthesia and adjust accordingly
2. Provide assistance to the anaesthetist	2.1 Provide assistance to the anaesthetist during anaesthetic procedures and the induction, maintenance and completion of anaesthesia
	2.2 Check client’s physiological parameters when required or as directed by anaesthetist
	2.3 Complete required documentation
	2.4 Identify, validate and report deviations from acceptable limits of the client’s physiological parameters to the anaesthetist
	2.5 Report signs of client discomfort, distress or adverse reaction to the anaesthetist
	2.6 Assist with the perioperative medical management of the patient
3. Restore equipment and environment at completion of procedure	3.1 Clean, disinfect or sterilise equipment in accordance with infection control guidelines and manufacturer’s instructions
	3.2 Manage faulty equipment in accordance with organisation policies and procedures and manufacturer's guidelines

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	3.3 Restore the environment to required status
	3.4 Restock consumables according to facility requirements

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

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

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Assessment Requirements for HLTANA006 Assist with clinical procedures used in anaesthesia

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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, prepared and assisted during induction, maintenance and completion of anaesthesia for each of the following for at least two lists each:
  - general surgery/gastro-intestinal – major laparotomy & minor surgery
  - ear, nose and throat surgery
  - gynaecological surgery - major & minor
  - obstetric surgery
  - orthopaedic surgery - major & minor
  - vascular surgery - major & minor
  - urological surgery - major & minor
  - ophthalmic surgery
  - paediatric – minor ear nose and throat (ENT), general & orthopaedic
  - remote site anaesthesia – radiology, electroconvulsive therapy (ECT), endoscopy
- provided assistance with each of the following procedures on at least 3 occasions, ensuring use of aseptic technique:
  - spinal
  - arterial line
  - central venous catheter

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- provided assistance with each of the following procedures on at least 2 occasions, ensuring use of aseptic technique:
  - local
  - regional blocks including use of ultrasound
    - upper limb
    - lower limb
    - TAP block
  - epidural/combined spinal-epidural
  - caudal
  - peripherally inserted central catheter
  - midline catheter
  - transoesophageal echocardiograph (TOE)
  - blood patch
  - intercostal drainage
  - pain management procedures (e.g. chemical sympathectomy)
  - vascular 'cut downs'
  - external pacing
  - pulmonary artery catheter
  - balloon pump
  - intracranial pressure monitoring
  - 12 lead ECG
- monitored physiological parameters with reference to standard values of normal physiological function for each client's usual parameters

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:

- legal and ethical considerations (national, state/territory) for clinical procedures, and how these are applied in organisations:
  - codes of practice
  - duty of care
  - infection prevention and control
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management and clinical documentation
  - rights and responsibilities of workers, employers and clients
  - work role boundaries – responsibilities and limitations
  - work health and safety (WHS)

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- types of regional and invasive procedures, how they are performed, and the anaesthetic technician's role, for the following:
  - spinal
  - epidural
  - combined spinal-epidural
  - caudal
  - local
  - regional blocks, including use of ultrasound
    - upper limb
    - lower limb
    - TAP block
  - blood patch
  - arterial line
  - central venous catheter
  - peripherally inserted central catheter (PICC)
  - midline catheter
  - transoesophageal echocardiograph (TOE)
  - intercostal drainage
  - pain management procedures
  - vascular 'cut downs'
  - external pacing
  - pulmonary artery catheter
  - balloon pump
  - intracranial pressure monitoring
  - cell salvage/autotransfusion
  - 12 lead ECG
  - spinal cord monitoring
- types of equipment used for regional and invasive procedures, including function and operating guidelines, use, indications and limitations, and criteria for withdrawal
- monitoring of and maintenance of stock levels perioperatively, including CO2 absorber, medications, fluids, consumables
- anatomy, physiology factors that impact regional and invasive procedures for different client groups
- pre-medications and their effects
- types of surgery – emergency/urgent/elective/day case
- types of common surgical procedures, their classification and factors for planning, preparation and management of anaesthesia, including:
  - general surgery/gastro-intestinal – major laparotomy & minor
  - ear, nose and throat surgery
  - gynaecological surgery - major & minor
  - obstetric surgery

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  - orthopaedic surgery - major & minor
  - vascular surgery - major & minor
  - urological surgery - major & minor
  - ophthalmic surgery
  - paediatric – minor ENT, general & orthopaedic
  - dental/faciomaxillary surgery
  - cardiothoracic Surgery
  - neurosurgery
  - plastic/Reconstructive Surgery
  - trauma/emergency surgery
  - remote site anaesthesia - radiology, ECT/endoscopy
- indications for surgery and risk factors
- surgical approaches and duration of surgery
- position of clients for surgery
- common anaesthetic and surgical complications
- risk of anaesthetic technique for surgical procedure
- specialty medications required perioperatively
- expected blood loss for different types of surgery
- events during surgery that could affect anaesthesia, including:
  - massive blood loss
  - client repositioning
  - cross clamping and unclamping of aorta and other major blood vessels
  - orthopaedic bone cement syndrome
  - transurethral resection of the prostate (TURP) syndrome
  - application/release of tourniquet
  - tourniquet time
  - abdominal carbon dioxide insufflation
- co-existing diseases and their perioperative medical management
- age of the client and associated risks
- types of anaesthetic techniques and preference card systems
- intraoperative procedures, including:
  - nasogastric tube placement and suctioning
  - endotracheal tube suctioning
  - tracheostomy toileting
  - rapid infusion, blood transfusion & massive transfusion protocol
  - fluid balance-urine, gastric, blood loss & infusion
  - invasive/non-invasive clinical measurements
  - airway exchange
  - pain management techniques
  - invasive/non-invasive clinical measurement planning options

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    - airway management planning options
- ancillary equipment choices
- pressure and nerve care
- normal range of motion for client
- thermal management
- prevention of thromboembolism
- patient emotional and physiological responses to surgery
- procedures for transfer of anaesthetised patient to intensive care or radiology and equipment used
- communication techniques within multidisciplinary team in operating theatre environment

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including those required by procedures nominated in the Performance Evidence
- modelling of industry operating conditions, including presence of situations requiring problem solving in non-routine situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTANA007 Monitor medications in the anaesthetic environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to access and prepare medications, fluids, blood and blood products prescribed by the anaesthetist, to monitor client responses.

The unit applies to anaesthetic technicians working under the direction of, and in consultation with, an anaesthetist in any hospital or day surgery setting.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Access medications	1.1 Access medications when directed by anaesthetist or other health professional 1.2 Follow legal and organisation procedures to obtain drugs 1.3 Identify indication of medication

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Prepare medications for administration	2.1 Read client records for information that may impact medication administration 2.2 Communicate details from client records to anaesthetist or health professional 2.3 Accurately measure, calculate and confirm medication dosages as directed by health professional and in accordance with requirements for specific medications 2.4 Aseptically prepare and correctly label intravenous drugs 2.5 Program infusion device and confirm program with second authorised person 2.6 Safely dispose of waste and sharps
3. Monitor and record client responses	3.1 Identify adverse client responses and report to anaesthetist 3.2 Recognise and respond to acute and delayed adverse reactions to drugs within role of responsibility 3.3 Accurately record responses
4. Store medications	4.1 Secure, restock and store medications according to law and health care environmental policy 4.2 Identify and dispose of date expired medications 4.3 Complete accurate drug documentation
5. Prepare for and administer intravascular fluid, blood or blood products	5.1 Access and select intravascular solution, blood or blood product according to prescription 5.2 Confirm selected solution is fit for use 5.3 Select infusion set, connectors and/or filters 5.4 Assemble equipment and materials and prime in an aseptic manner ready for use 5.5 Program equipment according to prescription and confirm client identity with another authorised person

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	5.6 Administer and monitor infusion and infusion site
	5.7 Store infusion equipment and solutions correctly

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

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

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Assessment Requirements for HLTANA007 Monitor medications in the anaesthetic environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- accessed, prepared and monitored medications, fluids, blood and blood products in accordance with legislation and the organisation's medication and delegation policies and practice under the supervision of a health professional on at least 10 different occasions
- administered crystalloids, colloids, blood & blood products
- programmed infusion devices at least twice
- set up rapid infusion device at least twice
- prepared drugs for administration via each of the following routes at least twice:
  - inhalational
  - intravenous
  - intramuscular
  - oral
  - subcutaneous
  - topical

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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:

- legal and ethical considerations (national, state/territory) for the handling and administration of medications, and how these are applied in organisations:
  - approved drug and fluid abbreviations
  - Australian and New Zealand scheduling for drugs and poisons
  - Australian and New Zealand Society of Blood Transfusion guidelines (ANZSBT)
  - codes of practice
  - records management requirements
  - storage
  - work role boundaries – responsibilities and limitations
  - rights and responsibilities of workers, employers and clients
  - work health and safety (WHS)
- pharmacology for drugs commonly used in anaesthesia, including:
  - sources of drugs (natural/endorphins/synthetic)
  - drug nomenclature (chemical/generic/brand names)
  - drug classifications
  - common abbreviations
  - pharmacodynamics - drug receptor interactions/dose-response relationships/therapeutic index
  - pharmacokinetics (ADME) absorption/distribution/metabolism/excretion
  - pharmacotherapeutics
  - adverse drug reactions and interactions
  - toxicity/toxicology
- drug administration routes:
  - enteral medication – endotracheal, sublingual, buccal, rectal, vaginal, urethral
  - parenteral medication - intravenous, intramuscular, intraosseous, intracardiac, intraarticular, intrauterine, intrathecal, subcutaneous, intra-arterial, inhalational
  - topical medication - subcutaneous, transnasal, transdermal, ocular, inhalational, aural
- formulations, including
  - wafers
  - tablets
  - lozenges
  - capsules
  - elixir
  - suspension
  - solutions
  - creams

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- major drug groups used in anaesthesia - presentation, formulation, indication, mode of action, system of delivery and administration routes, precautions, side effects, contraindications and adverse reactions, storage requirements, factors influencing drug actions, dosage variations for different types of clients for all of the following:
  - inhalational induction agents
  - intravenous induction agents
  - analgesics
  - non steroidal anti-inflammatory drugs (NSAID)
  - anti-emetics
  - muscle relaxants
  - respiratory medications
  - anticoagulants
  - local anaesthetics
  - antibiotics
  - cardiovascular medication, including diuretics
  - electrolytes
- drugs used in the management of the following conditions (which may complicate or co-exist with anaesthesia):
  - adrenal dysfunction
  - anaphylaxis
  - angina
  - bronchospasm
  - cardiac arrest
  - cardiac arrhythmias
  - congestive heart failure
  - coagulopathies
  - deep vein thrombosis
  - endocrine dysfunction
  - hypoglycaemia
  - hypotension
  - hyperglycaemia
  - hypertension
  - pulmonary oedema/embolism
  - raised intracranial/intra-ocular pressure
  - respiratory depression/compromise
  - stroke
  - seizure
  - uterine atony
- methods of drug preparation, including:
  - dilutions

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  - reconstitutions
- factors to consider when calculating medication dosages including:
  - calculation formulae
  - calculation of dosages of injectable drugs (liquid, solid, unit dosages)
  - flow rate drops per minute
  - flow rate millilitres per hour
  - duration of infusion
  - paediatric dosage calculations (body weight, surface area, age related dose reduction)
  - geriatric dosage calculations (body weight, surface area and age)
- methods of storage and handling of medication
- equipment for administration of medications, including:
  - volumetric pumps
  - syringe drivers
  - consumables
- infusion products and equipment:
  - rapid infusers
  - warming devices
  - burettes
  - infusion sets and attachments
  - blood and blood products
  - crystalloids
  - colloids
- massive transfusion protocol
- emergency medical management of anaphylaxis and adverse drug/fluid reactions

Assessment Conditions

Skills must have been 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:
- manufacturer's instructions
- organisation policies and procedures
- MIMS
- Australian & New Zealand Society of Blood Transfusion (ANZSBT)
- Australian and New Zealand College of Anaesthetists (ANZCA)
- medications
- modelling of industry operating conditions, including presence of situations requiring problem solving in non-routine situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

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HLTARO001 Develop aromatherapy practice

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTARO401C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit of competency describes the skills and knowledge required to establish the foundations of aromatherapy practice, evaluate what makes a sustainable practice and then to develop an approach to own practice.

This unit applies to aromatherapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish foundations of aromatherapy practice	1.1 Identify, access and interpret information on central philosophies of aromatherapy practice 1.2 Evaluate the aromatherapy system of treatment and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	its application to current health issues
	1.3 Compare and contrast aromatherapy, other complementary health modalities and broader health practice
2. Represent the aromatherapy framework	2.1 Determine information needs of different individuals and groups
	2.2 Identify key messages that represent the philosophy and practice of aromatherapy
	2.3 Communicate information about aromatherapy at level of depth appropriate to audience needs
3. Determine requirements for sustainable aromatherapy practice	3.1 Identify key issues that affect the development and sustainability of professional practice
	3.2 Take account of economic, environmental, human and social considerations and their impact on professional practice
	3.3 Establish a personal health strategy that supports aromatherapy practice
	3.4 Access, interpret and collate information that supports professional practice
4. Develop approach to own practice	4.1 Reflect on professional goals and aspirations
	4.2 Identify and assess professional opportunities in aromatherapy
	4.3 Reflect on the opportunities and constraints of individual personal circumstances
	4.4 Make decisions about practice direction, based on reflection and research
	4.5 Develop practical strategies that address own practice goals

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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

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

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Assessment Requirements for HLTARO001 Develop aromatherapy practice

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTARO401C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 critical thinking skills to:
  - review and reflect on information from a range of sources about aromatherapy practice
  - evaluate and articulate requirements for sustainable aromatherapy practice
- communicated key messages about aromatherapy therapy to meet the information needs of at least 3 different individuals or groups
- developed goals for own practice that reflect the values and philosophies of aromatherapy

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:

- philosophies and principles of aromatherapy therapy:
  - historical development of aromatherapy
  - central philosophies
  - key individuals contributing to development

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    - aromatherapy system of treatment
    - different types of aromatherapy treatments and their key benefits, features and purpose
    - psycho-aromatherapy – how this terms is used, what it is and the role of mind-body connection in aromatherapy practice
- key features of complementary therapies used in conjunction with aromatherapy, including:
    - massage
    - reflexology
- key features of allied health services and their relationship to aromatherapy, including:
    - reflexology
    - naturopathy
    - counselling
- place of aromatherapy practice in the broader health care system
- features and differences of allopathic and naturopathic approaches to health and health treatments
- professional aromatherapy networks and industry bodies
- features of aromatherapy product retailing
- different models of professional aromatherapy practice and their key features:
    - sole practitioners
    - employment opportunities in retail and multi-modality clinics
- issues for consideration in personal health strategy:
    - health and diet
    - rest
    - exercise
    - stress management
    - personal contraindications to particular aromatic plant oils
- components of sustainable practice:
    - economic – opportunities and viability
    - environmental
    - human – personal health, professional development
    - social responsibility
    - aromatherapy self-care
- legal and ethical considerations (national and state/territory) and how these are applied in individual practice:
    - children in the workplace
    - codes of conduct
    - continuing professional education
    - discrimination
    - dignity of risk
    - duty of care
    - human rights

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- infection control
- informed consent
- insurance requirements
- mandatory reporting
- practitioner/client boundaries
- privacy, confidentiality and disclosure
- records management
- work role boundaries – responsibilities and limitations
- work health and safety

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTARO002 Source and prepare aromatherapy products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements

Application

This unit describes the skills and knowledge required to source safe and reliable aromatherapy ingredients and products, and to prepare customised oil blends and other products for use in aromatherapy practice using a sound knowledge of chemistry. It does not include the preparation of aromatic medicines for internal use.

This unit applies to aromatherapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Recognise factors that affect chemistry and quality of aromatherapy products	1.1 Evaluate the chemistry and chemical processes that affect the properties and quality of aromatherapy products 1.2 Evaluate the impact of different production processes on the chemistry and quality of aromatic plant oils

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Source product suppliers	2.1 Establish options for the supply of natural and manufactured aromatherapy products 2.2 Evaluate the quality of suppliers and their products based on standards used to indicate aromatic plant oil quality 2.3 Obtain products from authorised and reputable sources
3. Handle and store products	3.1 Determine storage requirements for different types of aromatherapy ingredients and products 3.2 Maintain ingredient and product integrity through correct handling and storage 3.3 Maintain stock levels according to clinic requirements
4. Prepare oil formulations for use in products	4.1 Establish form and quantity of products from order or treatment plan 4.2 Select and assemble ingredients according to order or client requirements 4.3 Select, check and prepare equipment for operational readiness 4.4 Follow procedures to prevent contamination of or by the product 4.5 Make accurate calculations for quantities and ratios 4.6 Blend ingredients according to aromatherapy methodology
5. Finalise product processes	5.1 Package and label correct quantities into suitable containers with clear and accurate labelling as per legal requirements 5.2 Provide accurate instructions for administration and care of products as required 5.3 Complete accurate documentation according to clinic guidelines and legal and workplace requirements

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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

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

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Assessment Requirements for HLTARO002 Source and prepare aromatherapy products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements

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 confirmed reliable sources of natural and manufactured aromatherapy products
- followed preparation processes that meet pharmaceutical guidelines and legal requirements for at least 20 different aromatherapy products:
  - checked materials and equipment
  - followed processes that protect integrity of the product
  - made accurate calculations and measurements
  - packaged and accurately labelled products
  - completed accurate documentation
- prepared different product types, including all of the following at least 3 times:
  - creams
  - ointments
  - lotions
  - oil blends
  - tinctures
  - extracts
  - gels
  - balms

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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:

- legal and ethical considerations (national and state/territory) for the preparation and supply of aromatherapy products:
  - Therapeutic Goods Administration (TGA) guidelines
  - labelling
  - principles of manufacturing
  - quality control procedures
  - records management
  - work health and safety – hazards and controls for aromatherapy products
- chemistry fundamentals used in aromatic therapy product preparation:
  - classification of substances
  - understanding matter
  - chemical reactions
  - atomic structure, elements and the periodic table
  - molecules, molecular formula and compounds
    - bonding
    - isoprene units
    - variability in carbon-based molecular structure
  - name and structure of functional groups
    - alcohols
    - phenols
    - aldehydes
    - ketones
    - acids
    - esters
    - ethers
  - solubility and the differences between hydrophilic, hyrdrophobic, lipophilic and lipophobic
- sources of aromatherapy ingredients and products and methods to determine quality of supplies
- plant identification systems
  - common names
  - synonym
  - botanical names
  - plant families
- essences and how they relate to plant materials
- processes used to obtain aromatic material:

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  - extraction methods
  - distillation
  - cohabation
  - rectification
- differences between essential oils and carrier oils
- origins, chemical components, properties and uses of at least 60 essential oils, including interactions and synergies:
  - odiferousity
  - volatility
  - flammability
  - concentration
  - viscosity
  - lipophilicity
- origins, chemical components, properties and uses of at least 15 carrier oils:
  - grading process
  - how they are used as additives
  - extraction methods
- features of other mediums used as carrier oils in aromatherapy:
  - alcohol
  - clay
  - creams
  - dispersants
  - gels
  - hydrosols
  - macerations
  - lotions
  - ointments
  - tinctures
  - water
- techniques to prepare aromatherapy products from source materials, including:
  - creams
  - ointments
  - lotions
  - oil blends
  - tinctures
  - extracts
  - gels
  - balms
- aromatherapy product preparation equipment and instrumentation components, their purpose and operation

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- handling and storage requirements to maintain integrity of products before, during and after preparation:
  - types and colour of containers
  - decantation
  - use of drop dispensers
  - exposure to heat and light
- types of instructions that accompany aromatherapy products, including dosage and treatment protocol

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - secure storage areas
  - measuring equipment
  - sterile containers
  - labels
  - natural and manufactured aromatherapy products
- modelling of industry operating conditions, including preparation of products for the general public
- supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a clinical aromatherapist providing services to the general public
- hold practising membership of an Australian professional body that represents clinical aromatherapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTARO003 Perform aromatherapy health assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTARO402B/HLTARO405B/HLTARO406B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to assess the needs of clients presenting with therapeutic needs. It requires the ability to gather client information, make an overall assessment about treatment needs and bring information together to develop a treatment plan.

This unit applies to clinical aromatherapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client needs	1.1 Explore and clarify client expectations 1.2 Provide clear information about scope and limits of services to be provided 1.3 Collect accurate and relevant information and record

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	in a form which can be interpreted readily by other professionals
	1.4 Recognise needs that are beyond scope of own practice and make referrals to other health care professionals as required
	1.5 Identify and respond to any barriers to information gathering and assessment
	1.6 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions
	1.7 Manage information in a confidential and secure way
2. Assess presenting signs and symptoms of condition	2.1 Provide information about the physical assessment process and obtain client consent to proceed
	2.2 Follow clinical and practitioner hygiene procedures
	2.3 Seek client feedback on comfort levels and maintain client dignity at all times
	2.4 Assess client through palpation
	2.5 Integrate observation and sensory information gathering techniques
	2.6 Use ongoing questioning with client to gain further information as required
3. Develop holistic aromatherapy treatment plan	3.1 Correlate results of physical assessment of presenting condition with case history
	3.2 Consider available western medical or current aromatherapy research information and incorporate into analysis within scope of own practice
	3.3 Identify condition according to stage and related implications
	3.4 Identify indication or contraindication precautions determined by assessment as part of treatment planning
	3.5 Select appropriate aromatherapy compounds in accordance with optimal methods of administration based on client assessment indications

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.6 Determine dose, duration and frequency of treatments
	3.7 Use professional judgement to draw sound conclusions about treatment needs
	3.8 Accurately document proposed treatment plan
4. Confirm assessment and treatment plan with client	4.1 Discuss assessment and rationale with the client
	4.2 Assign and agree priorities and expectations in consultation with the client
	4.3 Respond to client enquiries using language the client understands
	4.4 Discuss referral and collaborative options with the client 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

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

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Assessment Requirements for HLTARO003 Perform aromatherapy health assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTARO402/405/406. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements

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 the activities outlined in the performance criteria of this unit during a period of at least 120 hours of aromatherapy client consultation work
- prepared for and managed at least 60 different aromatherapy assessments. Clients must include males and females from different stages of life with varied presentations
- used an aromatherapy framework to assess the therapeutic needs of clients using all of the following techniques:
  - observation
  - palpation
  - skin inspection
- interacted effectively with clients:
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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:

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- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- referral options for practitioners:
  - professional health services including complementary health modalities
  - community resources and support services
  - types and availability of further medical testing
- factors and barriers that may impact on assessment
  - physical
  - psychological
  - cultural
- factors that affect individual health status:
  - constitution
  - lifestyle
  - diet
  - personal and medical history
  - values and attitudes
  - balance of rest and activity
  - physical environment
  - social environment
- client information required for assessment and the scope and depth of information needed around:
  - client objectives and expectations
  - client history and its components
  - client current state of health
  - signs and symptoms
    - onset
    - duration
    - location
    - quality and severity
    - non-verbal

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- different ways that signs and symptoms of conditions present and how these are interpreted in an aromatherapy framework:
  - physical
  - psychological
  - social
  - spiritual
- aromatherapy diagnostic techniques, how and when they are used
  - observation
  - palpation
  - skin inspection
- ways in which aromatic plant oils and carrier mediums enter the body:
  - absorption
  - metabolism
  - olfactory
  - respiratory
  - orally
  - via other orifices
- degree to which different oils penetrate the epidermis
- how essential oils interact with different body systems, including:
  - integumentary system
  - respiratory system
  - neuroendocrine system
  - immune system
- features of aromatic plant oils that benefit disorders of different body systems:
  - integumentary (eczema, psoriasis, burns, wounds)
  - respiratory
  - nervous (olfactory, limbic)
  - circulatory
  - muscular
  - digestive
  - reproductive
  - endocrine
- aromatherapy materia medica, including the properties and therapeutic uses of at least 60 essential oils
- indicators for the use of different administration methods, including:
  - massage
  - baths
  - vapourisation
  - compresses
  - topical applications

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- possible reactions, contra-indications to treatment and/or limitations for aromatherapy assessment and treatment
- relational dynamics within and between human behaviour, anatomy and physiology, pathology and the natural world
- treatment planning techniques and considerations

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - health assessment consultation forms
  - private consultation area
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 80 of the 120 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current experience working as a clinical aromatherapist providing services to the general public
- hold practising membership of an Australian professional body that represents clinical aromatherapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTARO004 Provide therapeutic aromatherapy treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to prepare for and provide therapeutic aromatherapy treatments other than massage. Treatments are based on the outcomes of an existing health assessment.

This unit applies to clinical aromatherapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare client for treatment	1.1 Interpret treatment plan and clearly outline how the treatment will be provided and managed 1.2 Explain factors which may interfere with the effectiveness of the treatment 1.3 Inform the client of possible physical or emotional reactions during and following a session and the appropriate course of action to take

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Follow established protocols to physically prepare the client for treatment
	1.5 Confirm client consent for treatment
2. Prepare treatment oils and equipment	2.1 Select oils and ingredients based on assessment indications and treatment plan
	2.2 Blend and prepare oils to suit the treatment and its mode of administration
	2.3 Select and safely set up equipment according to treatment requirements
3. Administer aromatherapy treatments	3.1 Follow established aromatherapy treatment sequences and techniques using prepared oils and products
	3.2 Use the condition and response of the client as a continual feedback to the initial assessment
	3.3 Position client to optimise their comfort while allowing for optimum application of techniques
	3.4 Maintain client dignity through use of draping where required
	3.5 Maintain postures that ensure a controlled distribution of body weight
	3.6 Maintain client-focused attention throughout the treatment session
	3.7 Recognise reactions to treatment and respond promptly if necessary
4. Provide advice and resources to the client	4.1 Provide clear information on therapeutic techniques being used, their therapeutic benefits and the underpinning philosophy
	4.2 Educate client in relevant and practical techniques that support the treatment plan
	4.3 Answer client queries with clarity, using appropriate language

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.4 Use honesty and integrity when explaining treatment plans, schedules and recommendations to the client
	4.5 Promote client independence and responsibility in treatment when appropriate
	4.6 Accurately document treatment provided and recommendations made to client

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

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

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Assessment Requirements for HLTARO004 Provide therapeutic aromatherapy treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 120 hours of aromatherapy client consultation work
- prepared for and managed at least 60 aromatherapy treatment sessions. Clients must include males and females from different stages of life with varied presentations
- provided each of the following therapeutic treatments during the client consultation sessions according to client needs and aromatherapy principles and procedures:
  - compresses
  - poultices
  - mists/spritzes
  - dermal applications
  - vapourisation/inhalation
  - frictions

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:

- legal and ethical considerations (national and state/territory) for treatment provision:

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    - codes of conduct
    - duty of care
    - informed consent
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- aromatherapy treatment techniques and how to apply them, including what each technique does, what effects it might have and what the cautions and contraindications are – for the following:
    - compresses
    - poultices
    - mists/spritzes
    - dermal applications
    - vapourisation/inhalation
    - hydrotherapy – foot/hand bath, sitz, bath/spa, shower to prepare for homecare
    - frictions
- potential reactions during treatment and how to respond:
    - discomfort
    - emotional reactions
    - feedback - verbal, tactile, visual
    - muscular spasms
    - body temperature discomfort
    - deep relaxation
- potential reactions following treatment and appropriate client advice to provide
- types of advice and resources that can be provided to clients for their use outside the clinical environment
- documentation requirements for recording treatment details

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - client information – case history, treatment plan
    - private consultation area
    - towels/sheets for draping

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  - essential oils
  - compresses
  - poultices
  - mists/spritzes
  - dermal applications
  - vapourisation/inhalation equipment
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 80 of the 120 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current experience working as a clinical aromatherapist providing services to the general public
- hold practising membership of an Australian professional body that represents clinical aromatherapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTARO005 Provide aromatherapy massage treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to prepare for, provide and monitor aromatherapy massage treatments, including the Micheline Arcier aromatherapy full body massage. Treatments are based on the outcomes of an existing health assessment.

This unit applies to clinical aromatherapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare client for treatment	1.1 Interpret treatment plan and clearly outline how the treatment will be provided and managed 1.2 Explain factors which may interfere with the effectiveness of the treatment 1.3 Inform the client of possible physical or emotional reactions during and following a session and the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	appropriate course of action to take
	1.4 Follow established protocols to physically prepare the client for treatment
	1.5 Confirm client consent for treatment
2. Formulate aromatherapy massage blends	2.1 Select aromatic plant oils as indicated for their therapeutic action on areas to be massaged
	2.2 Integrate findings of health assessment into oil selection
	2.3 Check client aroma preferences
	2.4 Blend oils using proportions appropriate to areas to be massaged, presenting condition and client characteristics
3. Follow aromatherapy massage techniques and sequences	3.1 Determine treatment sequence, location and degree of pressure according to assessment indications
	3.2 Use the condition and response of the client as a continual feedback to the initial assessment
	3.3 Position client to optimise their comfort and support while allowing for optimum application of techniques
	3.4 Maintain client dignity through use of draping
	3.5 Maintain therapist postures that ensure a controlled distribution of body weight
	3.6 Maintain client-focused attention throughout the treatment session
	3.7 Recognise reactions to treatment and respond promptly if necessary
4. Provide advice and resources to the client	4.1 Educate client in relevant and practical techniques that support the treatment plan
	4.2 Answer client queries with clarity, using appropriate language
	4.3 Use honesty and integrity when explaining treatment

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	plans, schedules and recommendations to the client
	4.4 Promote client independence and responsibility in treatment when appropriate
	4.5 Discuss and agree on evaluation strategies
	4.6 Accurately document treatment provided and details of client communications

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

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

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Assessment Requirements for HLTARO005 Provide aromatherapy massage treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 120 hours of aromatherapy client consultation work
- prepared for and managed at least 60 aromatherapy massage sessions. Clients must include males and females from different stages of life with varied presentations
- provided aromatherapy massage treatments:
  - full body massage using Micheline Arcier technique
  - partial body massages
- selected and used blends suited to both client and condition
- followed correct sequences and used all of the following techniques appropriately:
  - effleurage
  - energy techniques
  - lymphatic drainage
  - cross over stroke
  - longitudinal stroking
  - passive soft tissue movement
  - gliding techniques
  - kneading
  - friction techniques
  - compressive techniques

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- percussion techniques

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:

- legal and ethical considerations (national and state/territory) for massage treatments:
- codes of conduct
- duty of care
- informed consent
- mandatory reporting
- practitioner/client boundaries
- privacy, confidentiality and disclosure
- records management
- work role boundaries
  - working within scope of practice
  - presenting symptoms that require referral to a medical practitioner
- work health and safety
- aromatherapy and other massage techniques and how to apply them, including what each technique does, what effects in might have and what the cautions and contraindications are, for the following:
  - effleurage
  - energy techniques
  - lymphatic drainage
  - cross over stroke
  - longitudinal stroking
  - passive soft tissue movement
  - gliding techniques
  - kneading
  - friction techniques
  - compressive techniques
  - percussion techniques
- endangerment sites - where they are and how to use palpatory skills in these areas according to scope of practice
- potential reactions during treatment and how to respond:
  - discomfort
  - emotional reactions
  - feedback - verbal, tactile, visual
  - muscular spasms
  - body temperature discomfort

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    - deep relaxation
- potential reactions following treatment and appropriate client advice to provide
- types of advice and resources that can be provided to clients for their use outside the clinical environment
- documentation requirements for recording treatment details

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - client information – case history, treatment plan
    - private consultation area
    - adjustable height massage table
    - towels/sheets for draping
    - oils/balms
    - aromatic essential oil, CO2 and other extracts
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 80 of the 120 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current experience working as a clinical aromatherapist providing services to the general public
- hold practising membership of an Australian professional body that represents clinical aromatherapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTARO006 Adapt aromatherapy treatments to specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance evidence. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTARO509B/HLTARO511C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to adapt assessment and treatment strategies to meet the needs of clients of different genders and at different stages of life. It also includes the requirement to be able to identify and respond to other specific needs with which the practitioner may be unfamiliar.

This unit applies to clinical aromatherapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Adapt assessment and treatment strategies to stages of life	1.1 Anticipate and take account of client sensitivities to ensure client dignity is maintained 1.2 Tailor approaches that take account of different

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	cognitive abilities of clients at different stages of life
	1.3 Adjust physical processes to take account client capabilities and physical body features
	1.4 Recognise norms and deviations associated with age and gender
	1.5 Obtain appropriate consents from others when appropriate
2. Respond to unfamiliar presentations	2.1 Recognise situations where presenting cases or aspects of presenting cases fall outside current knowledge base or expertise
	2.2 Refer client to other practitioners when case is not appropriate to own scope of practice
	2.3 Identify, access and interpret sources of additional information and advice when appropriate to continue with the case
	2.4 Enhance own capacity to deal with the case by conducting case specific research
	2.5 Integrate findings into client treatment plans and record details
3. Extend and expand own knowledge base	3.1 Pro-actively identify and respond to professional development opportunities
	3.2 Develop and adjust work practices as part of ongoing practice development

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTARO006 Adapt aromatherapy treatments to specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance evidence. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTARO509B/HLTARO511C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 120 hours of aromatherapy client consultation work
- managed at least 60 aromatherapy assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- effectively adapted communication, assessment and treatment strategies to meet client needs
- conducted case specific research for at least 3 cases, where key aspects of the condition are not known to the candidate

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:

- legal and ethical considerations (national and state/territory) for working with specific groups:

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- children in the workplace
- codes of conduct
- discrimination:
  - age
  - disability
  - racial
  - sex
- duty of care
- informed consent
- mandatory reporting
- practitioner/client boundaries
- privacy, confidentiality and disclosure
- records management
- work role boundaries
  - working within scope of practice
  - presenting symptoms that require referral to a medical practitioner
- work health and safety
- treatment management factors that must be considered for clients of different genders and at different stages of life
  - case taking
  - variations in approach to physical examination
- major developmental milestones for different stages of life
- features of common health conditions that affect the following groups and how those conditions are assessed and treated in the aromatherapy framework:
  - children
  - adolescents
  - adult females at different stages of life
  - adult males at different stages of life
- factors for consideration when providing any form of palliative care
- professional responsibilities when presenting cases fall outside of practitioner's current scope of practice, including:
  - when referral is appropriate or required
  - information and advice sources
  - case research techniques

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan

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  - private consultation area
  - adjustable height massage table
  - towels/sheets for draping
  - essential oils
  - compresses
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 80 of the 120 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current experience working as a clinical aromatherapist providing services to the general public
- hold practising membership of an Australian professional body that represents clinical aromatherapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTARO007 Monitor and evaluate aromatherapy treatments

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to monitor and evaluate aromatherapy treatments, both from an individual client and whole of practice perspective.

This unit applies to clinical aromatherapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate client progress	1.1 Seek client feedback about treatment impacts and compliance with the treatment plan 1.2 Make own observations and assessment of client changes based on aromatherapy framework 1.3 Evaluate treatment impacts in relation to client's physical, mental, spiritual and emotional wellbeing 1.4 Compare changes and improvements with expectations in the treatment plan, existing research and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	evidence from own practice
	1.5 Seek additional information from clients when progress suggests this is needed
	1.6 Accurately document progress in client treatment plan
2. Adjust treatment based on evaluation	2.1 Determine the need for adjustment to treatment plan based on evaluation of client progress
	2.2 Identify and respond to factors that may be inhibiting client progress
	2.3 Adjust treatment plans based on outcomes and sources of research or evidence that support aromatherapy practice
	2.4 Accurately document any adjustments to treatment plans
3. Develop practice based on evaluation	3.1 Review progress of clients in context of own individual practice
	3.2 Identify areas of own practice for further research or development to support client outcomes
	3.3 Pro-actively seek and respond to professional development opportunities

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

No equivalent unit.

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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

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Assessment Requirements for HLTARO007 Monitor and evaluate aromatherapy treatments

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 120 hours of aromatherapy client consultation work
- managed at least 60 different aromatherapy assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- monitored and evaluated treatments provided to at least 5 different clients with at least 3 treatments per client

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:

- legal and ethical considerations (national and state/territory) for monitoring and evaluation:
  - children in the workplace
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries

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    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- types of criteria by which aromatherapy treatments are evaluated
- expectations of treatment for different conditions and client groups, and factors that impact on those expectations:
    - client history
    - contraindications
    - compliance
    - interactions with other treatments
- sources of research and evidence that support aromatherapy practice
- principles underpinning continuation or variation of treatment
- professional development opportunities in aromatherapy

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - client information – case history, treatment plan
    - private consultation area
    - adjustable height massage table
    - towels/sheets for draping
    - essential oils
    - compresses
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 80 of the 120 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current experience working as a clinical aromatherapist providing services to the general public
- hold practising membership of an Australian professional body that represents clinical aromatherapists

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- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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HLTARO008 Prepare and dispense aromatic formulations

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTARO606C/HLTARO607C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to obtain and store materials, prepare aromatic formulations and dispense those formulations according to a pre-prepared script or order.

This unit applies to clinical aromatherpists preparing complex formulations that may be for external or internal use. Note that the aromatic aromatherapist provides the preparation and relevant accompanying advice but does not administer these aromatic preparations.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Obtain and store materials	1.1 Source natural and manufactured materials from authorised and reputable sources 1.2 Determine storage requirements for different types of materials 1.3 Maintain integrity of materials through correct

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	handling and storage
	1.4 Maintain stock levels according to clinic requirements
2. Prepare aromatic formulations	2.1 Check and prepare equipment for operational readiness
	2.2 Select and assemble ingredients according to order
	2.3 Make accurate calculations for quantities and ratios
	2.4 Prepare medicine according to aromatic medicine methodology
	2.5 Label and store aromatic substances according to legal requirements
3. Dispense aromatic preparations	3.1 Establish form and quantity of required aromatic preparations from prescription or order
	3.2 Follow procedures to prevent contamination of or by the aromatic substances
	3.3 Check and prepare dispensing equipment for operational readiness
	3.4 Select and assemble prescribed aromatic preparations
	3.5 Package and label correct quantities into suitable containers with clear and accurate labelling
	3.6 Provide accurate instructions for administration and care of aromatic preparations
	3.7 Complete accurate dispensing documentation according to clinic guidelines and legal requirements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTARO008 Prepare and dispense aromatic formulations

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTARO606C/HLTARO607C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.

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:

- followed dispensing processes that meet pharmaceutical guidelines and legal requirements for at least 10 different aromatic preparations, including all of the following at least once:
  - creams and lotions
  - ointments
  - capsules
  - gels
  - gargles
  - suppositories
  - tinctures
  - extracts
  - pessaries
  - compress, poultice

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:

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- legal and ethical considerations (national and state/territory) requirements for the preparation and supply of aromatherapy products:
  - Therapeutic Goods Administration (TGA) guidelines
  - labelling
  - principles of manufacturing
  - quality control procedures
  - records management
  - work health and safety – hazards and controls for aromatic preparations
- sources of aromatic preparations and their raw ingredients and methods to determine quality
- different forms of aromatic preparations and how they are administered
- techniques to prepare aromatic preparations from source materials
- aromatic preparations and allopathic drug interactions as outlined in medical pharmaceutical reference of drug interactions and aromatic medicine texts
- aromatic preparation dispensing principles and methods in reference to good manufacturing practices
- significance and methods of monitoring control points within the dispensing process
- equipment and instrumentation components, purpose and operation
- waste handling requirements and procedures
- environmental conditions required to maintain integrity of aromatic substances before, during and after preparation
- types of instructions that must accompany aromatic preparations
- procedures to prevent contamination of aromatic preparations

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - secure storage areas
  - measuring equipment
  - sterile containers
  - labels
  - natural and manufactured medicinal substances for preparation
  - distilled water
- modelling of industry operating conditions, including provision of formulations to the general public
- dispensary supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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In addition, assessors must:

- have at least 5 years current experience working as a clinical aromatherapist providing services to the general public
- hold practising membership of an Australian professional body that represents clinical aromatherapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTARO009 Select and advise on aromatic therapies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTARO604B/HLTARO605B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to determine an aromatic treatment strategy based on an existing health assessment, provide relevant advice to the client and complete treatment documentation. This unit refers to the use of essential oils for internal preparations. Note that the clinical aromatherapist provides the preparation and relevant accompanying advice but does not administer these aromatic preparations.

This unit applies to experienced clinical aromatherapists using specialised aromatic formulations and therapies.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine treatment strategy	1.1 Determine the treatment strategy, prognosis and therapeutic expectations according to the health condition, client needs and stage of life 1.2 Evaluate the impact of disease phase or stage on treatment selection

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Consider treatment and advice provided by other health care professionals
	1.4 Identify and respond to the need for further research in developing the treatment strategy
	1.5 Select aromatic preparations and administration method based on individual case presentation
	1.6 Take into account factors which may interfere with the effectiveness of the treatment for each essential oil and aromatic extract
	1.7 Take into account possible treatment reactions for each essential oil and aromatic extracts and prescription
	1.8 Take into account contra-indications for essential oils, aromatic extracts and prescription
2. Provide advice and resources to the client	2.1 Clearly explain treatment rationale and expectations
	2.2 Provide clear instructions for taking aromatic preparations, and negotiate according to client needs
	2.3 Explain factors which may interfere with the effectiveness of the treatment
	2.4 Negotiate the management of selected aromatic preparations in relation to any other current medicines
	2.5 Obtain client consent for treatment
	2.6 Request client to monitor responses to the aromatic preparations and to contact practitioner as required
	2.7 Clarify and agree responsibilities of practitioner and client within the treatment plan
	2.8 Explain and agree treatment evaluation strategies
3. Complete treatment documentation	3.1 Document accurate details of aromatic preparations to be provided
	3.2 Record details of treatment recommendations in client file
	3.3 Record arrangements for treatment review according to clinic guidelines

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Monitor and evaluate treatment	4.1 Evaluate client progress against agreed evaluation strategies 4.2 Adjust treatment based on evaluation of client progress in consultation with client 4.3 Identify areas for further research to support client outcomes

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

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

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Assessment Requirements for HLTARO009 Select and advise on aromatic therapies

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTARO604B/HLTARO605B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.

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 a structured process of critical analysis, research and reflection to determine, document and evaluate aromatic therapy treatment strategies that include preparations for internal administration for at least 15 different clients, all of whom must have been seen at least 3 times. Clients must include males and females from different stages of life with varied presentations
- interacted effectively with clients through the provision of clear information on the treatment strategy

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:

- legal and ethical considerations (national and state/territory) for working with aromatic therapies that include formulations for internal use:
  - children in the workplace
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting

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    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- groups of aromatic preparations, how to distinguish between them, according to actions, active constituents, body systems and plant families
- interrelationships and incompatibilities (chemical and physical) between aromatic formulation groups
- types and features of internal preparations:
    - water-based preparations using dispersing agents
    - capsules
    - absorbent tablets
    - sub-lingual preparations
    - eye, ear, nose and throat preparations
    - inhalations
    - mixture with herbal tinctures
    - suppositories
    - pessaries
- at least 30 aromatic oils that can be used for internal applications, preparations or purposes including:
    - origin
    - characteristics
    - therapeutic applications
    - modes of administration
    - interactions with other drugs
    - contraindications to use
- essential oils and aromatic extracts:
    - that exhibit potential toxicity at low dosages
    - appropriate dosages and methods of applications
    - specific contraindications for use
    - specific essential oils and aromatic extracts to be avoided for use
- pharmacodynamics of aromatic preparations and pharmaceutical drugs:
    - drug administration
    - absorption
    - distribution
    - metabolism
    - excretion

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- pharmacodynamics of aromatic preparations and pharmaceutical drugs:
  - theory of drug action
  - factors modifying drug effect and dosage
  - drug toxicity and toxicology
- pharmacology of aromatic preparations and pharmaceutical drugs, their classifications, usage and side effects
- pharmacology of aromatic preparations and their interactions with over the counter (OTC) vitamin, mineral and herbal preparations – usage and side effects

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - private consultation area
  - aromatic medicines
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 5 years current experience working as a clinical aromatherapist providing services to the general public
- hold practising membership of an Australian professional body that represents clinical aromatherapists and aromatic medicine
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAUD001 Assess hearing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to prepare for, conduct and interpret the results of hearing assessments in adults. It includes the ability to establish a positive client relationship, develop realistic goals with the client and to recognise situations where referral to other health professionals is required.

This unit applies to any person who assesses hearing. This may include audiometrists, allied health assistants who support audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers. Work is conducted according to AS/NZ 1269.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for hearing assessments	1.1 Ensure information, including required forms, is accessible and ready for use 1.2 Achieve required ambient noise levels in preparation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	of testing environment
	1.3 Prepare, calibrate and check equipment and instruments
	1.4 Ensure personal protective equipment is available and used
2. Establish a positive relationship with the client	2.1 Take client case history and explain practice/hearing service administrative procedures
	2.2 Determine client's expectations through questioning and active listening
	2.3 Gain consent from clients where applicable
	2.4 Give client the opportunity to ask questions and discuss concerns
	2.5 Identify and respond to special needs of client
	2.6 Maintain confidentiality of client information
3. Conduct otoscopy	3.1 Follow personal hygiene and infection control procedures
	3.2 Conduct otoscopy in a non-threatening manner and produce valid, reliable and accurate results in accordance with relevant policy and procedures
	3.3 Identify and respond to any abnormalities of the ear canal
	3.4 Identify contra-indications for proceeding with further hearing assessments
	3.5 Make referral to appropriate agency for further assessment and treatment if required
4. Test hearing	4.1 Explain procedure to client using language the client understands
	4.2 Identify significant features of client history
	4.3 Select and conduct appropriate hearing tests

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	following procedures for correct use of equipment
	4.4 Produce valid, reliable and accurate results in accordance with relevant policy and procedures
	4.5 Identify unreliable results and complete re-test according to standard protocols
	4.6 Use results to identify specific hearing loss and/or any abnormal functions
	4.7 Record results in accordance with relevant policy and procedures
	4.8 Clean and store equipment in accordance with manufacturers' requirements and infection control procedures
5. Interpret results	5.1 Accurately interpret data from individual test results
	5.2 Integrate and interpret interrelationships between test battery results to establish a comprehensive clinical picture
	5.3 Validate results for consistency across the test battery
6. Review assessment results with client	6.1 Communicate results of assessments clearly and simply to the client
	6.2 Determine and discuss options to support client
	6.3 Negotiate and establish realistic goals for the client
	6.4 Document and file results in accordance with relevant policies and procedures
	6.5 Determine recommendations for further assessment or referral to an appropriate facility or hearing aid fitting
7. Complete report	7.1 Write report using language and format that suits target audience according to organisation standards
	7.2 Include clear, concise and relevant information of tests performed
	7.3 Include summary, recommendations and any further

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	action required
	7.4 Read and edit report for spelling and grammatical correctness

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

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

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Assessment Requirements for HLTAUD001 Assess hearing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established procedures and protocols to independently conduct full hearing assessments for at least 20 different adult clients presenting with different hearing capacity, including males and females of diverse age, cultural and linguistic range, and seniors:
  - selected the hearing tests appropriate to client needs
  - accurately tested and recorded pure tone audiometry (AC/BC masking) speech audiometry (performance intensity (PI) function, speech reception threshold (SRT), masking) and impedance audiometry test results (tympanometry, ipsi and contralateral reflexes, reflex decay)
  - integrated and validated results across the test battery
  - determined type of hearing loss from test results
  - recognised and responded appropriately when a client is not giving true thresholds
- communicated effectively with clients using a client centred approach

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:

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- legal and ethical considerations (national and state/territory) for conduct of hearing assessments:
  - contractual obligations
  - duty of care
  - informed consent
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations:
    - boundaries of audiometrist role
    - generalist and specialist functions
    - relationship between audiometry and other health professionals
    - indicators for referral
- Australian and international standards that apply to the conduct of a hearing assessment:
  - maximum ambient noise levels for assessments
  - equipment calibrations
- standard infection control precautions
- anatomy of the ear, including:
  - peripheral and central auditory system
  - potential physical abnormalities
- hearing assessment battery elements:
  - taking case history
  - otoscopy
  - air
  - bone
  - speech discrimination (PI function)
  - SRT
  - masking (pure tone, speech)
  - tympanometry
  - ipsi/contralateral reflexes
  - reflex decay
- causes and types of hearing loss
- contraindications for hearing assessments
- physical environment requirements for audiometric assessments – booths versus quiet rooms
- equipment calibration both annual and biological
- characteristics of hearing tests, including:
  - types
  - purpose of different tests
  - materials that can be used
  - suitability of tests for different clients

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- reliability/validity of particular tests
- transducers (headphones, insert earphones, bone conductor, free field)
- stimuli (pure tone, warble, pulsed, narrow band noise, broad band noises, speech)

Assessment Conditions

Skills must have been 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:
  - equipment that meets requirements of AS/NZ 1269
  - documentation that meets notation standards
- modelling of industry operating conditions, including:
  - integration of problem solving activities
  - time constraints for completion of testing
  - provision of services to general public

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAUD002 Conduct play audiometry

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to prepare for and conduct play pure tone audiometry tests for school age children without any developmental delay, using standard test protocols.

This unit applies to any person who assesses school aged children's hearing. This may include audiometrists, allied health assistants who support audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for tests	1.1 Ensure information, including required forms, is accessible and ready for use 1.2 Achieve required ambient noise levels in preparation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	of testing environment
	1.3 Prepare, calibrate and check equipment and instruments
	1.4 Ensure personal protective equipment is available and used
2. Establish a positive relationship with child and carer	2.1 Explain the test procedure clearly and simply to the child
	2.2 Gain consent from carer where applicable
	2.3 Give child the opportunity to ask questions and discuss concerns
	2.4 Identify and meet special needs of child
	2.5 Maintain confidentiality of client information
3. Conduct otoscopy	3.1 Follow personal hygiene and infection control procedures
	3.2 Conduct otoscopy in a non-threatening manner and produce valid, reliable and accurate results in accordance with relevant policy and procedures
	3.3 Identify and respond to any abnormalities of the ear canal
	3.4 Identify contra-indications for proceeding with further hearing assessments
	3.5 Make referral to appropriate agency for further assessment and treatment if required
4. Complete hearing test	4.1 Follow personal hygiene and infection control procedures
	4.2 Conduct play audiometry following procedures for correct use of equipment
	4.3 Produce valid, reliable and accurate results in accordance with relevant policy and procedures (threshold or pass/fail screening)

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.4 Take steps to maximise test accuracy, validity and reliability
	4.5 Identify unreliable results and complete re-test according to standard protocols
	4.6 Conduct screening tympanometry in accordance with required procedures
	4.7 Record results in accordance with relevant policies and procedures
	4.8 Clean and store equipment in accordance with manufacturers' requirements and infection control procedures
5. Review test results with child and their carer	5.1 Examine results and determine outcome from data obtained
	5.2 Communicate outcome of tests clearly and simply to the child and their carer
	5.3 Discuss options for further tests with carer
	5.4 Give child and carer the opportunity to ask questions and discuss areas of concern
	5.5 Document and file test results in accordance with relevant policies and procedures
6. Refer client to appropriate facility	6.1 Make referral to appropriate agency if required
	6.2 Establish contact with referral agency and provide key client information
	6.3 Discuss relevant issues and concerns with relevant personnel at facility
	6.4 Follow up referral to ensure continuity of case management

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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

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

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Assessment Requirements for HLTAUD002 Conduct play audiometry

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established procedures and protocols to independently conduct pure tone play audiometry tests for at least 10 different children aged 4-6 years, recognising and responding appropriately when a child is not giving true thresholds
- communicated effectively with children and carers using a client centred approach

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:

- legal and ethical considerations (national and state/territory) for testing children's hearing:
  - children in the workplace
  - duty of care
  - informed consent
  - policy frameworks – Australian Government Office of Hearing Services requirements
  - privacy, confidentiality and disclosure
  - records management
  - reporting requirements

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    - work role boundaries – responsibilities and limitations:
        - boundaries of audiometrist role, including no role in diagnostics
        - relationship between audiometry and other health professionals
        - role of the family/carer
        - indicators for referral
- stages of normal childhood speech and hearing development:
    - milestones
    - variations from the norm
- key milestones in children's cognitive development and how to assess these to facilitate testing
- anatomy of children's ears and the implications for otoscopy
- play audiometry techniques:
    - conditioning
    - reliability and validity
    - visual cues
    - non-organic hearing loss
- techniques for managing children during testing:
    - focusing attention to task
    - distraction
    - engagement
- factors to consider when working with families during the testing process

Assessment Conditions

Skills must have been 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:
    - appropriate testing environment
    - age appropriate toys
- modelling of industry operating conditions, including:
    - integration of problem solving activities
    - time constraints for completion of testing
    - provision of services to general public

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAUD003 Assess and respond to occupational noise risk

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to determine and respond to occupational noise risk, including the testing of individuals at risk and developing strategies for employers.

This unit applies to audiometrists working in an industrial context, who have a responsibility for promoting and managing good hearing health in the workplace.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess noise hazard risks	1.1 Review features of the workplace that may impact on hearing loss 1.2 Assess the level of hearing conservation risk based on established indicators and parameters 1.3 Identify and access sources of specialist expertise

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	required to measure for risk in the workplace as required
2. Develop strategies for noise injury management	2.1 Identify strategies to mitigate hearing conservation risks
	2.2 Document strategies with clear recommendations
	2.3 Communicate identified strategies to employers
	2.4 Provide accurate and current information and resources about noise hazard management to organisations
3. Conduct testing	3.1 Prepare for and conduct hearing tests in accordance with the requirements of AS/NZ 1269
	3.2 Take steps to maximise test accuracy, validity and reliability
	3.3 Determine that test results are reliable
	3.4 Conduct re-test, conduct further tests and/or refer client if test results are unreliable
	3.5 Record results in accordance with requirements of AS/NZ 1269
	3.6 Review and interpret results in accordance with the requirements of AS/NZ 1269
	3.7 Communicate outcome of tests clearly and simply to the client
	3.8 Clean and store equipment in accordance with manufacturers' requirements and infection control procedures
4. Identify those at risk of noise induced hearing loss (NIHL)	4.1 Conduct monitoring audiometry in accordance with AS/NZ 1269
	4.2 Assess results against previous reference audiometry
	4.3 Advise client of any risk identified using language the client understands

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.4 Advise employer of risks identified for the client
	4.5 Provide information on strategies that assist in mitigating risk for NIHL
	4.6 Make referral to appropriate agency
5. Monitor and review strategies	5.1 Evaluate success of workplace strategies based on results of testing
	5.2 Adjust strategies and recommendations based on evaluation
	5.3 Provide updated information to employers

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

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

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Assessment Requirements for HLTAUD003 Assess and respond to occupational noise risk

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 occupational noise risk in at least 1 workplace and developed and communicated strategies to mitigate those risks
- followed the requirements of AS/NZ 1269 to conduct testing on at least 10 different clients in an industrial context

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:

- contexts for testing for industrial hearing loss
  - types of client
  - work situations that lead to the need for industrial hearing tests
- legal and ethical considerations (national and state/territory) for conduct of hearing assessments:
  - duty of care
  - informed consent
  - privacy, confidentiality and disclosure
  - records management

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    - work role boundaries, responsibilities and limitations:
        - boundaries of audiometrist role
        - generalist and specialist functions
        - relationship between audiometry and other health professionals
        - role of employers and other organisations
        - hearing conservation (protectors, environment, noise dosing)
        - indicators for referral
- requirements of all sections of AS/NZ 1269
- risk factors for occupational noise and strategies to mitigate those
- sources of information on occupational noise risk
- methods of testing for industrial hearing assessment:
    - monitoring assessment
    - reference assessments
    - manual/automated
    - noise level measurements

Assessment Conditions

Skills must have been 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:
    - equipment that meets requirements of AS/NZ 1269
    - documentation that meets notation standards
- modelling of industry operating conditions, including:
    - integration of problem solving activities
    - time constraints for completion of testing
    - provision of services to general public

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAUD004 Develop and implement individual hearing rehabilitation programs

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assess client communication needs and to develop, implement and evaluate rehabilitation programs. This work is carried out in conjunction with the dispensing of hearing devices.

This unit applies to audiometrists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client needs	1.1 Evaluate client communication and lifestyle needs 1.2 Select and use an appropriate communicative assessment tool for client

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Recognise and evaluate factors contributing to the communicative breakdown
	1.4 Take account of impact of client's hearing impairment on carers, relatives and significant others
	1.5 Evaluate client motivation and commitment to rehabilitation and integrate into planning
	1.6 Accurately document effects of communication impairment and the communicative needs of the client
	1.7 Identify and liaise with other health professionals and support services as required
2. Formulate hearing program	2.1 Actively involve client in the planning process, providing opportunities for questions and discussion of concerns
	2.2 Determine intervention options to minimise effects of hearing loss from information gathered
	2.3 Select best options through evaluation of available technologies and services
	2.4 Develop and document appropriate goals, realistic expectations and a plan of action with client
	2.5 Clearly explain details of options and cost implications
	2.6 Select evaluation tools best suited to client and type of program
	2.7 Document agreed plan of action and services provided
3. Work collaboratively with client to implement program	3.1 Establish realistic expectations
	3.2 Work with client and their carers/relatives towards achieving the agreed communication goals
	3.3 Provide support for the duration of the rehabilitation program
	3.4 Adapt rehabilitation program to meet changing needs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Evaluate hearing program	4.1 Monitor client progress against goals using recognised evaluation tools 4.2 Identify remaining communication needs and establish whether these can be met with additional advice, communication strategies or devices

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

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

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Assessment Requirements for HLTAUD004 Develop and implement individual hearing rehabilitation programs

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- independently developed and implemented hearing programs for at least 20 different individuals (linked to the dispensing of hearing devices)
- engaged professionally with external agencies and health professionals

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:

- legal and ethical considerations:
  - codes of conduct of registering bodies
  - policy frameworks, Australian Government Office of Hearing Services requirements
  - privacy, confidentiality and disclosure
  - work role boundaries, those roles and responsibilities of different people working with clients experiencing hearing impairment:
    - medical practitioners
    - audiometrists
    - audiologists
    - agencies providing services to people with hearing health needs

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    - interrelationships between audiometrists and other health professionals
- referral options for complex hearing problems beyond the scope of own practice
- types and features of different assessment tools
- types of existing rehabilitation programs
- types of hearing disorders that affect different groups in the community and factors that contribute to complexity of needs
- social and psychological implications of communication impairment
- evaluation mechanisms and tools for hearing programs

Assessment Conditions

Skills must have been 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 rehabilitation and assessment tools
- modelling of industry operating conditions, including:
    - integration of problem solving activities
    - provision of services to general public

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAUD005 Dispense hearing devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAU505/507. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to prescribe and fit hearing devices, evaluate device function and undertake minor repairs and maintenance. It also involves providing instruction and follow up services to clients.

This unit applies to audiometrists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Confirm hearing device requirements	1.1 Interpret outcomes of hearing assessment documentation 1.2 Select style and performance requirements of hearing device(s) based on hearing assessment, client communication and physical needs 1.3 Select appropriate additional device requirements for

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	optimal acoustic performance and client management needs
2. Take ear impressions	2.1 Follow personal hygiene and infection control procedures
	2.2 Recognise and respond to contraindications to taking ear impressions with otoscopy
	2.3 Make referral to other facilities for assessment and treatment
	2.4 Select correct sized otoblocks
	2.5 Prepare mould material in accordance with manufacturer's instructions
	2.6 Follow correct and safe impression taking procedure
	2.7 Examine ear impressions for defects and take new impression if defects found
	2.8 Determine any modifications that may be required to ensure a comfortable insertion and fit
	2.9 Examine ear condition post impression
	2.10 Package ear impressions suitably and send to ear mould manufacturer
	2.11 Adapt ear impression processes in line with emerging technologies
3. Prepare for fitting	3.1 Prepare information and required documentation
	3.2 Prepare the environment for hearing aid fitting
	3.3 Check and calibrate equipment ready for use
	3.4 Check availability of required personal protective equipment as required
4. Fit hearing aids	4.1 Follow manufacturer's recommended fitting procedures and industry best practice including recognised fitting formulae

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Assess occlusion effect and make appropriate modifications to minimise its effects
	4.3 Determine acceptable power output and evaluate in consultation with the client
	4.4 Assess hearing device for acoustic feedback and take action to minimise its effects if needed
	4.5 Evaluate objective and subjective performance and comfort factors and make modifications as required
	4.6 Clean and store equipment and attachments in accordance with manufacturers' requirements and infection control procedures
5. Provide advice and resources to the client	5.1 Instruct client/carer clearly on correct use and maintenance arrangements
	5.2 Give client the opportunity to voice concerns in relation to hearing aid fitting and address client's concerns
	5.3 Provide relevant materials to client about their device and services available
	5.4 Make informed judgment from client responses about client ability to manage use of device
	5.5 Make recommendations for further assessment or treatment in accordance with industry standards
6. Complete and manage documentation	6.1 Complete, present and store accurate documentation in accordance with relevant policies and procedures
	6.2 Document expected short and long term outcomes
7. Follow up client	7.1 Organise client follow up in accordance with industry standards
	7.2 Verify and validate success of fitting and modify electroacoustic parameters where appropriate

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
8. Maintain and repair hearing aids	8.1 Check hearing aid and its components manually 8.2 Conduct acoustic listening check of hearing aid 8.3 Complete test box measurements as required or interpret 2cc coupler data 8.4 Complete minor hearing aid repairs in accordance with industry standards 8.5 Arrange major hearing aid repairs when required 8.6 Inform client of the cause of and solution to the device problem and possible ways to overcome this 8.7 Make minor modifications to improve comfort or acoustic performance

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

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

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Assessment Requirements for HLTAUD005 Dispense hearing devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAU505/507. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established procedures and protocols to independently dispense a diverse range of hearing devices to at least 20 people:
  - performed real ear measurements including real ear insertion gain (REIG) and speech mapping to accurately analyse acoustic performance against prescriptive targets,
  - analysed noise reduction, directionality, feedback mechanism and feature performance
  - modified acoustic features of ear moulds and tubing to achieve real ear prescription targets and or improve listening comfort
  - varied characteristics of devices to achieve real ear prescription targets or improve listening comfort
  - assessed subjective comfort, sound clarity and quality, occlusion, feedback, loudness comfort, and take into consideration acclimatisation requirements
- used both linear and non-linear prescription techniques

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:

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- legal and ethical considerations (national and state/territory) for hearing aid dispensing:
  - duty of care
  - informed consent
  - privacy, confidentiality and disclosure
  - codes of conduct of registering bodies
  - policy frameworks, Australian Government Office of Hearing Services requirements
  - work role boundaries, criteria for referral
- current range of available hearing devices, their performance features and suitability for different client needs
- linear and non-linear amplification systems and the principles of at least one of the recognised prescription techniques for both linear and non-linear hearing devices
- electronic features of digitally programmable and digital hearing devices and their effect on the amplification provided, including:
  - compression ratio
  - compression threshold/knee point
  - multi-channel compression
  - directional and omni-directional microphones
  - feedback management and cancellation systems
  - noise suppression systems
  - wireless/Bluetooth features and devices
  - other emerging technologies
- ear mould acoustics, including venting and tubing, mould materials and its effect on hearing device prescription
- how electro-acoustic properties and features interact with each other and the human ear
- strategies to resolve problems encountered in hearing device fitting according to industry best practice
- broader context knowledge in reference to other devices, including:
  - cochlear implants
  - bone anchored devices
  - other emerging devices

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:
  - real ear measurement equipment and software
  - programming interfaces
  - manufacturer’s software
  - Noah or equivalent
  - suitable fitting environment

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    - repair and modification equipment
- modelling of industry operating conditions, including:
    - integration of problem solving activities
    - provision of services to general public

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAUD006 Remove cerumen

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to prepare for the cerumen removal process, conduct an otoscopy, and remove cerumen safely using curetting only.

This unit applies to audiometrists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for cerumen removal	1.1 Determine client needs through review of client case history and case management plan 1.2 Clearly explain cerumen removal procedure and provide opportunity for client to ask questions 1.3 Gain client consent for extraction procedure 1.4 Set up equipment following standard protocols and infection control guidelines

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Conduct otoscopy	2.1 Follow personal hygiene and infection control procedures
	2.2 Conduct otoscopy in a non-threatening manner and produce valid, reliable and accurate results in accordance with relevant policy and procedures
	2.3 Identify and respond to any abnormalities of the ear canal
	2.4 Identify contra-indications to cerumen removal
	2.5 Identify most appropriate method for cerumen removal taking into account results of findings
	2.6 Follow cerumen softening procedures to dissolve cerumen if impaction present
	2.7 Make referral to appropriate agency for further assessment and treatment
3. Remove cerumen	3.1 Select appropriately sized speculum as required
	3.2 Extract cerumen using a sterilised wax ring and appropriate head light
4. Follow post-cerumen removal procedures	4.1 Complete post-cerumen removal otoscopic inspection to review status of ear canal
	4.2 Address any post removal requirements using established methods
	4.3 Complete accurate treatment documentation following organisational procedures
	4.4 Identify the need for referral and refer client to health profession as required

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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

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

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Assessment Requirements for HLTAUD006 Remove cerumen

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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:

- followed established procedures and protocols to independently remove cerumen for at least 30 clients:
  - used cerumenolytic agents to soften cerumen, taking into account any client allergies
  - extracted cerumen by curette
  - stem any bloodflow
  - removed residual blood or debris post-cerumen extraction

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:

- legal and ethical considerations (national and state/territory) for cerumen removal:
  - duty of care
  - informed consent
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries, responsibilities and limitations, indicators for referral
- anatomy, physiology and pathophysiology of the outer and middle ear:
  - medical or post-surgical conditions of the outer and middle ear that alter the appearance and/or function of the external ear canal or tympanic membrane

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  - client positioning for safe and optimal cerumen removal
  - how to adjust headlamp for optimal view
- correct and safe curetting technique

Assessment Conditions

Skills must have been 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:
  - sterilisation equipment
  - otoscope
  - cerumenolytic agents
  - means of disposing blood products
  - cerumen extraction equipment
- modelling of industry operating conditions, including:
  - integration of problem solving activities
  - time constraints for completion of activities
  - provision of services to general public

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTAYV001 Develop Ayurvedic practice

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAYV414D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit of competency describes the skills and knowledge required to establish the foundations of an Ayurvedic practice, to evaluate what makes a sustainable practice and then to develop an approach to own practice.

This unit applies to any practitioners working within an Ayurvedic framework.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish foundations of Ayurvedic practice	1.1 Identify, access and interpret information about the central philosophies, principles and practices of Ayurveda

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Evaluate principles and practices of Ayurveda in relation to other health care systems
	1.3 Draw on Ayurvedic philosophy to interpret health issues and apply to own practice
2. Represent the Ayurvedic framework	2.1 Determine information needs of different individuals and groups
	2.2 Explain the principles and practices of Ayurveda in a way that can be easily understood by those not familiar with the Ayurvedic system
	2.3 Communicate information about Ayurveda at a level of depth appropriate to audience needs
3. Determine requirements for sustainable practice	3.1 Identify key issues that affect the development and sustainability of professional practice
	3.2 Take account of economic, environmental, human and social considerations
	3.3 Research and collate information to support professional practice
4. Develop and maintain own capacity to practise	4.1 Establish and monitor a personal health strategy that reflects the philosophies and principles of Ayurveda
	4.2 Model philosophies and principles of Ayurveda in personal and professional interactions
5. Develop approach to own practice	5.1 Reflect on professional goals and aspirations
	5.2 Identify and assess professional opportunities in Ayurvedic medicine
	5.3 Consider the opportunities and constraints of individual personal circumstances
	5.4 Make decisions about practice direction, based on reflection and research

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.* 5.5 Develop practical strategies that address own practice goals

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

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

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Assessment Requirements for HLTAYV001 Develop Ayurvedic practice

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAYV414D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 critical thinking skills to:
  - review and reflect on information from a range of sources about Ayurveda
  - evaluate and articulate requirements for sustainable Ayurvedic practice
- communicated about the Ayurveda framework to meet the information needs of at least 3 different individuals or groups
- established a personal health strategy that reflects the values and philosophies of Ayurveda
- developed goals for own practice that reflect the values, philosophies and principles of Ayurveda
- developed a set of actions to support professional practice goals

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:

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- philosophies and principles of Ayurveda, what they mean and how they are applied in practice:
  - history of Ayurveda and its development from inception
  - dynamic interchange between the physical, mental, emotional, spiritual, social, environmental and landscape
  - shad darshanas (the six philosophies)
  - pancha mahabhutas (five great elements)
  - trigunnas (the three gunas)
  - prana (primordial life supporting energy)
  - indriyas (sense organs)
  - tridosha - vata, pitta and kapha, the ayurvedic concept of the three principal energies with intelligence found in the living body and throughout nature
  - agni (13 type)
  - ama
  - sapta dhatu
  - malas (bodily wastes)
  - prapaka and vipaka
  - deepana, pachana, anulomana
  - ojas
  - prakrti, vikrti
  - ahara, vihara and aushadh
  - maand, peya, yavagoo,yush, krishara
  - virudha ahara
  - abhyanga
  - shad upkarmas
  - snehna - self abhyanga, abhyanga, shiroabhyanga, shirodhara, katti basti, uro basti, ubtans
  - atyayik chikitsa
  - sat karma - cleanses neti, nasya, kunjala, baghi, basti
  - srtoas, srotarodha
  - rasayna and vajikarana
  - chikitsa
  - dosha vrudhi and kashaya
  - shath rasa
  - dinacharya, ratricharya, rtucharya
  - tribidha chikitsa
  - ashtvidh achikitsa
  - dashvidha pariksha
  - yoga chikitsa
  - simran (meditation, daily practices for the mind, body, emotions and the soul)

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    - historic significance, basic purpose, use and structure of the following reference texts:
        - ashtanga hridaya samhita
        - charaka samhita
        - sushruta samhita
- key features of other complementary therapies used in conjunction with Ayurveda
- place of Ayurveda in the national health care system in Australia
- professional networks and industry bodies
- different models of Ayurvedic practice and their key features:
    - Ayurvedic practitioners at different levels
    - sole practitioners, joint practices, multi-disciplinary practices
    - employment, further study, research and industry opportunities
    - limitations of Ayurveda practices in Australia
- components of sustainable practice:
    - economic opportunities and viability, planning, management and marketing
    - environmental
    - human – personal health, professional development
    - social responsibility
- legal and ethical considerations (national and state/territory) and how these are applied in individual practice:
    - children in the workplace
    - codes of conduct
    - continuing professional education
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - infection control
    - informed consent
    - insurance requirements
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - Therapeutic Goods Administration (TGA) and its regulatory roles
    - work role boundaries – responsibilities and limitations
    - Ayurvedic moral, civil, spiritual codes of conduct for all Ayurveda Practitioners including the need for mentorship and respect for the system during study and in clinical practice after graduation

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least three years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV002 Make Ayurvedic lifestyle assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to assess client needs in the context of an Ayurvedic lifestyle assessment framework. It requires the ability to gather client information and to make an Ayurvedic health assessment.

This unit applies to Ayurvedic practitioners working with clients in a lifestyle or preventative context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client needs	1.1 Explore and clarify client expectations 1.2 Provide clear information about scope and limits of lifestyle services to be provided 1.3 Recognise needs that are beyond scope of own practice and make appropriate referrals to other health care professionals 1.4 Identify and respond to any barriers to information gathering and assessment 1.5 Seek client information ethically and respectfully

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Seek information and make assessment using Ayurvedic tools	2.1 Collect accurate and relevant health and lifestyle information, and document in a form which can be interpreted readily by other Ayurvedic practitioners 2.2 Follow clinical and practitioner hygiene procedures 2.3 Frame client questions based on Ayurvedic framework trividha pariksha (three fold examination) and ashtvidha pariksha (eight fold examination) 2.4 Determine prakruti, vikruti, ama and gunas using Ayurvedic principles 2.5 Accurately record client's presenting issues, goals and expectations 2.6 Manage information and records in a confidential and secure way
3. Confirm assessment and discuss with client	3.1 Correlate findings from client assessment 3.2 Determine imbalances through review of findings according to Ayurvedic principles 3.3 Discuss assessment and rationale with the client 3.4 Assign and agree priorities and expectations in consultation with the client 3.5 Respond to client enquiries using language the client understands 3.6 Discuss referral and collaborative options with the client according to specific needs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTAYV002 Make Ayurvedic lifestyle assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of Ayurvedic lifestyle client consultation work
- prepared for and managed at least 25 different Ayurvedic lifestyle assessments. Clients must include males and females from different stages of life
- used the Ayurvedic lifestyle assessment framework and appropriate techniques to assess client's needs, including:
  - questioning according to Ayurvedic principles
  - trividha parikisha (three fold examination)
  - ashtvidha pariksha (eight fold examination)
- interacted effectively with clients:
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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:

- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting

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    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- referral options for practitioners :
    - professional health services including complementary health modalities and medical practitioners
    - community resources and support services
    - types and availability of further medical assessment
- factors and barriers that may impact on assessment
    - physical
    - psychological
    - cultural
    - seasonal
    - demographic
    - influence of alcohol, drugs
- stress factors to consider in assessment and how to respond:
    - age - infants, children, young adult, adults, elders
    - demographic
    - gender specific issues
    - physical/mental strength, gunas, vikruti
    - agni
    - dosha
    - vikriti (inherited and congenital)
    - infection
    - odour
    - seasons
    - stress
    - modern radical lifestyle including dependence on fast foods, incompatible foods, addictions
    - alcohol and other mind altering drug addictions
    - atheist, anti social and other contradictory practices detrimental to health according to Ayurvedic framework
    - emergencies
- trividha pariksha (three fold examination) and ashtvidha pariksha (eight fold examination)
- client information required for Ayurvedic assessment and the scope and depth of information needed around:

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  - client expectations
  - client history and its components
  - client current state of wellness
- protocols for performing Ayurvedic health assessments:
  - Ayurvedic clinic environment
  - equipment
  - client privacy
  - client instructions

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – client assessment forms, case history
  - private consultation area
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV003 Provide Ayurvedic bodywork therapies

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirement.

Application

This unit describes the skills and knowledge required to gather client information, prepare equipment for treatment, and then provide Ayurvedic therapeutic treatments such as abhyanga, shirodhara and kati basti.

This unit applies to individuals who provide Ayurvedic massage, either as part of their work as a dedicated Ayurvedic practitioner, or in conjunction with other treatment modalities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather client information	1.1 Collect and document information about client general health according to legal requirements and Ayurvedic framework 1.2 Review information to inform massage approach 1.3 Manage information and records in a confidential and secure manner

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Prepare client, self and environment	2.1 Prepare the client for treatment following infection control procedures and with appropriate draping and confirm comfort levels 2.2 Advise client of possible physical or emotional reactions both during and after treatment 2.3 Access and organise appropriate equipment and materials for treatment 2.4 Select and safely prepare Ayurvedic massage oils, pastes and powders according to assessment 2.5 Check room ambience and temperature following Ayurvedic principles 2.6 Maintain own health through use of self care pre treatment routines
3. Select and use Ayurvedic techniques and sequences	3.1 Determine appropriate techniques based on Ayurvedic health assessment 3.2 Follow therapeutic protocols according to Ayurvedic practice 3.3 Recognise reactions to treatment and provide appropriate response
4. Finalise treatment and advise client	4.1 End the treatment using appropriate protocols 4.2 Provide client with information on recommended follow up activities 4.3 Answer client queries with clarity, using appropriate language

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTAYV003 Provide Ayurvedic bodywork therapies

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirement.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of Ayurvedic client consultation work
- prepared for and managed at least 25 different Ayurvedic bodywork sessions. Clients must include males and females from different stages of life
- provided Ayurvedic therapeutic treatment according to the Ayurvedic framework:
  - obtained required client information prior to treatment
  - evaluated and responded appropriately to any contraindications
  - selected and used herbalised oils appropriate to the client
  - selected and used techniques and sequences according to established Ayurvedice practice, including:
    - abyhanga
    - shirodhara
    - kati basti

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:

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- principles of Ayurvedic framework and therapies
- legal and ethical considerations (national and state/territory) for bodywork therapies:
  - codes of conduct
  - duty of care
  - infection control
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- client information required prior to relaxation treatment
  - stress
  - allergies
  - current prescription medication/self medication/supplementation
  - vikruti (inherited and congenital)
  - general appetite and sleep patterns
  - aches and pains
  - recent emotional/physical trauma
  - influence of alcohol/drugs
- self care routines and when to use them:
  - chanting mantras
  - prayer
  - meditation
  - music
  - yoga
  - pranayama
- factors to consider in assessment and how to respond:
  - age - infants, children, young adult, adults, elders
  - demographic
  - gender specific issues
  - physical/mental strength, gunas, vikruti
  - agni
  - dosha
  - vikruti (including inherited and congenital)
- features of Ayuredic abhyanga
  - definitions

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  - history of massage
  - types of massage
  - time, frequency and duration
  - types of touch e.g. heavy, light, friction
  - massage and constitution
  - fomentation, swedana
  - use of oils
  - curing oils
- types of abhyanga/snehana (the application of base or medicated oil, herbal paste, decoction, herbal chooranas, ubtans and lepas to the body)
- protocols for conducting Ayurvedic therapeutic techniques in relation to:
  - environment
  - equipment
  - massage oils and powders
  - protocol
  - client privacy
  - responding to client instructions
- precautions to be taken in Ayurvedic massage
- basic structure and function of systems and regions of the body within Ayurvedic framework:
  - agni, ama, vikruti, srotarodha, saptadhatu, updhatus
  - mental gunas (emotional states in response to stress, trauma and pain)
- possible reactions and contra-indications and when to refer to a medical practitioner:
  - physical, emotional, mental trauma or illness
  - intoxication
  - pain

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - Ayruvedic base, essential and herbal oils, herbal pastes and powders and equipment to process, decant, mix, stir, measure, apply, remove and dispense the same
  - suitable droni, massage table where these therapies may be provided
  - shiridhara and other snehna therapy equipment
  - Ayurvedic reference texts and notes on therapies and products used
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors**.**

In addition, assessors must:

- have at least 3 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV004 Provide Ayurvedic lifestyle advice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirement.

Application

This unit describes the skills and knowledge required to develop Ayurvedic lifestyle recommendations based on the outcomes of an existing Ayurvedic health assessment, and provide relevant advice, support and follow up to clients.

This unit applies to Ayurvedic practitioners working with clients in a lifestyle or preventative context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop Ayurvedic lifestyle recommendations	1.1 Evaluate client assessment information and imbalances that may be addressed through lifestyle changes 1.2 Determine Ayurvedic dinacharya, ratricharya and ritucharya and vegadharana suited to prakruti and vikruti 1.3 Consider other lifestyle changes recommended within

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	the Ayurvedic framework that may benefit the client
	1.4 Integrate diet and nutritional considerations when developing recommendations
	1.5 Identify presentations that fall outside scope of own practice and identify appropriate referrals
2. Provide advice to clients	2.1 Provide clear information about recommendations, their rationale and underpinning Ayurvedic philosophy
	2.2 Use language and concepts the client understands
	2.3 Provide client with resources to support the recommendations
	2.4 Discuss and agree on evaluation strategies
	2.5 Accurately document recommendations made
3. Follow up advice	3.1 Review progress with the client based on previous advice and client feedback
	3.2 Identify and accurately record effects of previous advice
	3.3 Evaluate the need for change in advice, ongoing and/or additional lifestyle adjustments
	3.4 Negotiate changes to the plan with the client to ensure optimal outcomes

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

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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

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Assessment Requirements for HLTAYV004 Provide Ayurvedic lifestyle advice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirement.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of Ayurvedic lifestyle client consultation work
- prepared for and managed at least 25 different Ayurvedic lifestyle sessions. Clients must include males and females from different stages of life
- provided lifestyle advice appropriate to client needs according to the Ayurvedic framework
- interacted effectively with clients providing clear, accurate and supportive information and guidance

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:

- legal and ethical considerations (national and state/territory) for providing lifestyle advice:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries

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  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- key principles underpinning Ayurvedic lifestyle advice:
  - panchamahabhouta theory and how it interacts within and outside the body
  - dosha theory
  - gunas and their attributes
  - agni
  - malas
  - ama
  - ojas
  - prakriti
  - vikriti
  - Ayurvedic counselling, psychology and spirituality
- Ayurvedic daily lifestyle routines dinacharya, ratricharya, rtucharya and vegadharan,
- Ayurvedic seasonal routines:
  - six seasons in Ayurveda and correlation with geographical difference
  - effects of different seasons on the body
  - environment and human being
  - shath rasa, predominant rasa in each rtu, accumulation, aggravation and pacification of doshas in various seasons
  - eliminatory therapies and seasons
  - transitional period between two seasons
- role of other lifestyle practices, their relevance for different client types, key aspects of how they are practised and how clients may access relevant services, including:
  - yoga
  - meditation
  - necessity to take into consideration suggestions for the soul, mind, emotions and the body for every client
  - detrimental effects of excessive rajasic and tamasic diet and lifestyle
  - virudha ahara
  - necessity to reconcile, forgive, practice compassion and to make necessary changes in diet and lifestyle

Assessment Conditions

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

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- use of suitable facilities, equipment and resources, including:
  - client information – health and lifestyle record, assessment outcomes
  - private consultation area
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV005 Provide advice on Ayurvedic nutrition

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to develop Ayurvedic nutritional recommendations based on the outcomes of an existing Ayurvedic health assessment, and provide relevant advice, support and follow up to clients.

This unit applies to Ayurvedic practitioners working with clients in a lifestyle or preventative context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop nutritional recommendations	1.1 Evaluate client assessment information and imbalances that may be addressed through nutritional changes or supplementation 1.2 Identify presentations that fall outside scope of own practice and make appropriate referrals 1.3 Determine Ayurvedic nutritional corrections suited to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	the client's prakruti, vikruti, agni, ama and trigunnas
	1.4 Evaluate the influence of environmental factors on nutritional status
	1.5 Integrate cultural and lifestyle factors that affect individual clients
	1.6 Integrate Ayurvedic lifestyle corrections with nutritional recommendations
2. Offer Ayurvedic nutritional recommendations	2.1 Provide clear information about recommendations, their rationale and underpinning Ayurvedic philosophy and framework to suit the individual client
	2.2 Use language and concepts the client understands
	2.3 Provide client with resources to support the recommendations, including advice on preparation and cooking of foods
	2.4 Discuss and agree on evaluation strategies
	2.5 Accurately document recommendations made
3. Follow up nutritional advice	3.1 Review progress with the client based on previous advice and client feedback
	3.2 Identify and accurately record effects of previous advice
	3.3 Evaluate the need for change in advice, ongoing and/or additional nutritional adjustments
	3.4 Negotiate changes to the plan with the client to ensure optimal outcomes

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTAYV005 Provide advice on Ayurvedic nutrition

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of Ayurvedic lifestyle client consultation work
- prepared for and managed at least 25 different lifestyle sessions. Clients must include males and females from different stages of life
- provided nutritional advice appropriate to client needs according to the Ayurvedic framework
- interacted effectively with clients, providing clear, accurate and supportive information and guidance

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:

- legal and ethical considerations (national and state/territory) for nutritional advice:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries

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    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries
        - working within scope of practice including limitations of nutritional advice to be provided
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- role of Ayurvedic nutritional advice in lifestyle and preventative contexts
- ama, its causes, signs and symptoms
- basic principles of Ayurvedic nutrition:
    - ahara vidhi vidhan
    - panchamahabhuta (elemental composition of food)
    - gunnas (properties of food)
    - shath rasa, gunnas, virya, vipaka, prabhava
    - triguna theory and its relationship to diet and nutrition
    - tridosha theory in relation to diet and nutrition
    - prapaka, vipaka (digestive processes)
    - agnis and their role in transformation of nutrients
    - function of fibre in the body
- Ayurvedic food classifications, categories and composition
    - fruit
    - vegetables
    - dairy
    - animal foods
    - oils
    - sweeteners
    - nuts and seeds
    - grains
    - beans and legumes
    - herbs and spices
    - best utility of ahara
    - gruels
    - virudha ahara
    - pratinidhi ahara
    - ahara to suit various prakruti and vikruti
- features of herbs and spices used in Ayurvedic lifestyle consultation and their wellbeing benefits, including
    - ajwain
    - dadima
    - dhanyaka

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  - ella
  - haridra
  - hingu
  - ikshu
  - jeeraka
  - lasuna
  - lavana
  - lavanga
  - maricha (pungent chilli/peppers)
  - methika
  - narikela
  - nimbuka
  - palandu
  - patra
  - rason
  - shatapushpa
  - sunthi/ adraka
  - til
  - tulasi
  - twak
  - yava
- features of other herbs used in Ayurveda, their safe use and their wellbeing benefits, including
  - amalaki
  - ajmoda
  - alukam
  - amra
  - ashoka
  - ashvagola/isabgol
  - ashwagandha
  - atasi
  - bala
  - bhringaraja
  - bibhitaka
  - bilva
  - champaka
  - chitraka
  - draksha
  - gokshura
  - guggulu

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  - haritaki
  - kharjura
  - karpura
  - kumari
  - kutaja
  - misreya
  - mudga
  - mushra
  - nimba
  - pippali
  - punarnava
  - rajika
  - chandana
  - shatavari
  - shigru
  - svarnapatri
  - svetajirakatulasi
  - ushira
  - safed musali
  - pippali
  - yasthimadhu
  - yava
- Ayurvedic herbal combinations for use in daily life, rasayana, and their safe use:
  - avaleha lehyam
  - pravahi
  - chyawanprash
- ghritam
- kashayam
- choorana
- Ayurvedic cooking and food preparation techniques and variations to suit different vikruti and seasons
- rasa, guna, virya and vipaka, prabhava

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – health, lifestyle and nutritional record, assessment outcomes
  - private consultation area
  - kitchen area and cooking equipment

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- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV006 Take cases within Ayurvedic framework

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Some content also in HLTAYV007. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to determine the broad scope of client needs, make a detailed investigation of symptoms and collect other data that informs client diagnosis within an Ayurvedic framework.

This unit applies to Ayurvedic practitioners.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client needs	1.1 Explore and clarify client objectives and expectations 1.2 Provide clear information about scope and limits of services to be provided 1.3 Recognise needs that are beyond scope of own practice and make appropriate referrals to other health care professionals

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Identify and respond to any barriers to information gathering and assessment
2. Investigate client symptoms	2.1 Use Ayurvedic counselling techniques to seek client information in a respectful and sensitive manner
	2.2 Tailor questioning to meet the needs of the individual client
	2.3 Make observations and elicit specific details about physical and psychological symptoms through trividha pariksha (three fold examination)
	2.4 Conduct physical examination of client using ashtvidha pariksha (eight fold examination and dasavidha pariksha (ten fold examinations)
3. Collect and integrate other data	3.1 Review reports from other health professionals and distil information for consideration in the case
	3.2 Correctly interpret results of medical tests and integrate information into the case within scope of own practice
	3.3 Assess the reliability of data obtained and where possible, establish appropriate clinical correlation with the client's complaints
4. Manage case information	4.1 Collect and record accurate, relevant and well organised information according to Ayurvedic protocols
	4.2 Manage information and records in a confidential and secure way

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTAYV006 Take cases within Ayurvedic framework

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Some content also in HLTAYV007. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 400 hours of Ayurvedic client consultation work
- prepared for and managed at least 40 different case taking sessions. Clients must include males and females from different stages of life with varied presentations
- taken all cases using trividha pariksha (three fold examination), ashtvidha pariksha (eight fold examination and dasavidha pariksha (ten fold examination), including:
  - used comprehensive questioning to elicit all required information
  - made physical examination and assessment
  - identified situations where there is need for further screening or testing
- correctly interpreted medical information and related information appropriately to the Ayurvedic approach within scope of own practice, including:
  - Ayurvedic health assessment
  - medical reports
- interacted effectively with clients:
  - used effective listening and questioning
  - shown sensitivity to individual client needs
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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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:

- legal and ethical considerations (national and state/territory) for case taking:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- trividha pariksha (three fold examination techniques):
  - darshana (visual observation)
  - sparsha (tactile perception/inference)
  - prashna (questioning/dialogue)
- ashtvidha pariksha (eight fold examination techniques
- dasavidha pariksha (ten fold examination techniques)
- charaka samhita: sutra sthana
- charaka samhita: sharira sthana
- Ayurvedic psychology and counselling techniques, including:
  - dhi
  - dhriti
  - smriti
  - satva, rajas & tamas
  - prakruti
  - vrikruti
  - physical and mental state assessment
  - use of mantra recitation, prayer, meditation, sat karma cleanses, yoga therapies and a variety of specific Ayurvedic therapies to suit vikruti
- client information required for assessment and the scope and depth of information needed around:
  - client objectives and expectations
  - client history and its components
  - client current state of health

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    - signs and symptoms – physical, mental and emotional
        - onset
        - duration
        - location
        - quality and severity
        - non-verbal
- indicators for when referral to other health practitioners may be needed
- methods of documenting case information, including approaches that support analysis and easy future reference
- factors and barriers that may impact on assessment
    - physical
    - psychological
    - cultural
- factors that affect individual health status:
    - constitution
    - lifestyle
    - diet
    - personal and medical history
    - values and attitudes
    - balance of rest and activity
    - physical environment
    - social environment
    - work environment
    - relationships, interpersonal and personal
    - seasons
    - inherited, congenital and acquired vikruti
    - alcohol, drug/other addictions
    - rajasic and/tamasic diet and lifestyle
- factors for consideration for different genders and ages in case taking:
    - women
    - men
    - children and adolescents
    - older people
- referral options for practitioners:
    - professional health services including complementary health modalities and other healthcare practitioners
    - community resources and support services
    - types and availability of further medical testing
- charaka samhita, with particular reference to:
    - sutra sthana

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- sarira sthana
- vimana sthana
- indriya sthana

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - references
  - private consultation area
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 5 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV007 Diagnose conditions within an Ayurvedic framework

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Some content also in HLTAYV006. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to complete a critical analysis of case information and make the diagnosis according to Ayurvedic principles. It includes the requirement for the practitioner to assess whether the case falls within their scope of practice.

This unit applies to Ayurvedic practitioners working with clients to address specific therapeutic needs.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse case information	1.1 Prioritise different aspects of case information based on vikruti, agni, ama, srotarodha and principles of shat kriyakala 1.2 Analyse signs and symptoms using established Ayurvedic methodology

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Avoid prejudiced or premature conclusions through use of thorough and objective analysis
	1.4 Correlate Ayurvedic physical, mental and emotional health assessment findings with case history
	1.5 Assess clinical disease according to signs and symptoms of condition, and results of investigations
	1.6 Seek further information where analysis indicates need for further information
	1.7 Recognise situations where analysis indicates the case falls outside the practitioner's capability and make appropriate recommendations and referrals
2. Make diagnosis	2.1 Use professional judgment to draw sound conclusions and make a diagnosis and prognosis from the case taken and data collected
	2.2 Determine causative factors of diseases at physical, mental, emotional and spiritual levels
	2.3 Determine the samprapti (pathogenesis in Ayurveda)
	2.4 Determine the different stages of progression of disease
	2.5 Confirm the condition according to Ayurvedic stage and related implications
3. Confirm diagnosis with client	3.1 Discuss assessment and rationale with client
	3.2 Communicate relevant information from medical or diagnostic reports where appropriate
	3.3 Clarify any discrepancies between the practitioner's and client's perception of the condition
	3.4 Assign and agree priorities in consultation with the client
	3.5 Discuss referral options with the client according to individual needs

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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

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

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Assessment Requirements for HLTAYV007 Diagnose conditions within an Ayurvedic framework

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Some content also in HLTAYV006. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 400 hours of Ayurvedic client consultation work
- prepared for and managed at least 40 client sessions. Clients must include males and females from different stages of life with varied presentations
- analysed all cases following Ayurvedic principle of panch nidan:
  - prioritised information appropriately
  - assessed mental, emotional and physical health and vikruti
  - completed sound critical analysis of cases based on Ayurvedic principles and correct interpretation of medical information
  - developed evidence based diagnosis according to Ayurvedic principles
  - used all 21 health assessments to conclude diagnosis
  - clearly and sensitively communicated diagnosis to the client

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:

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- legal and ethical considerations (national and state/territory) for Ayurvedic assessment/diagnosis:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- scope of Ayurvedic practice:
  - when treatment is not appropriate and needs to be referred
  - when Ayurvedic treatments may be combined with other treatments
  - presenting phase of disease and whether Ayurveda treatment is acceptable by client (with all its cleanses, diets, regimens, medicines, therapies, yoga, meditations)
- established Ayurvedic methodology, including panch nidan
  - nidan (etiology)
  - purva rupa (pre-symptoms)
  - rupa (cardinal symptoms)
  - samprapti (pathogenesis)
  - upashya (therapeutic guidelines and solutions)
- Ayurvedic disease process:
  - sanchaya (accumulation)
  - prakopa (aggravation)
  - prasara (overflow)
  - sthan sanshreya (localisation)
  - vyakti (re-location)
  - bheda (differential diagnosis)
- Ayurvedic anatomy and physiology including:
  - agni
  - ama
  - dhatus (Ayurvedic tissues)
  - prakruti (constitutions)
  - malas
  - srotas
  - prana, ojas, tejas (subtle life force)
  - pancha niahabhutas (the five prime elements)

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  - tridosha
  - triguna
- srotarodha
- disease states in the channel system:
  - pranavaha - including respiratory but not limited to asthma, cough, hay fever and sinusitis
  - annavaha - including digestive but not limited to anorexia, hyperacidity, indigestion, dyspepsia and vomiting
  - ambuvaha - including fluids but not limited to thirst, oedema and ascites
  - rasavaha - including lymphatic but not limited to fever, fatigue, chronic fatigue syndrome
  - raktavaha - including circulatory but not limited to hypertension, gout, anaemia and piles
  - mamsavaha - including muscular but not limited to myomas, muscle atrophy, emaciation
  - medovaha - including adipose but not limited to obesity and lipomas
  - asthivaha - including skeletal but not limited to scoliosis, rheumatoid arthritis, osteoarthritis and cervical spondylitis
  - majjavaha - including nervous but not limited to attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD), stress, anxiety and depression
  - sukravaha & arthavaha & stanyavaha - reproductive, including but not limited to impotency, menstruation, premenstrual syndrome (PMS), leucorrhoea, lactation but not limited to mastitis, excessive and insufficient lactation
  - mutravaha - including urinary but not limited to polyuria, diabetes and dysuria
  - purushivaha - including excretory/stool but not limited to constipation irritable bowel, dysentery and diarrhoea
  - swedovaha - including integumentary but not limited to psoriasis, eczema and acne
  - manovaha - including mental but not limited to poor concentration, negative thinking and memory loss
- symptomology and pathology according to Ayurvedic practice
- the state and quality of the tridoshas and trigunas
- physical signs and symptoms of disease
- various stages of disease, the clients strength and ability to go through cleansing, remedial and yoga therapies, diet and nutrition supplementation and regular health assessments.
- further testing and assessment options and procedures for different types of condition
- charaka samhita, with particular reference to sutra sthana, nidana sthana, vimana sthana and indriya sthana

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:

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  - client information – case notes, health record
  - private consultation area
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors**.**

In addition, assessors must:

- have at least 5 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV008 Provide Ayurvedic remedial therapies

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAYV611C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to prepare for, provide and monitor therapeutic Ayurvedic remedial therapies. Treatments are based on the outcomes of an existing health assessment.

This unit applies to Ayurvedic practitioners.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare client for treatment	1.1 Make preparations according to indicators and information from assessment 1.2 Explain factors which may interfere with the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	effectiveness of the treatment
	1.3 Explain clearly how the treatment will be provided and managed
	1.4 Inform the client of possible physical or emotional reactions during and following a session and the appropriate course of action to take
	1.5 Follow established protocols and infection control procedures to physically prepare the client for treatment
	1.6 Confirm client consent for treatment
2. Use Ayurvedic techniques and sequences	2.1 Determine treatment sequence and location according to Ayurvedic health assessment indications
	2.2 Use the condition and response of the client as a continual feedback to the initial assessment
	2.3 Position client to optimise their comfort and support while allowing for optimum application of techniques
	2.4 Maintain therapist postures that ensure a controlled distribution of body weight
	2.5 Maintain client-focused attention throughout the treatment session
	2.6 Recognise reactions to treatment and make prompt appropriate response
3. Provide advice and resources to client	3.1 Educate client in relevant and practical techniques for promotion and maintenance of optimum health
	3.2 Answer client queries with clarity, using appropriate language
	3.3 Use honesty and integrity when explaining treatment plans, schedules and recommendations to the client
	3.4 Promote client independence and responsibility in treatment when appropriate
4. Monitor treatment	4.1 Evaluate progress with the client against objectives of

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	the treatment plan
	4.2 Identify and record effects of previous treatment from client and practitioner perspectives
	4.3 Evaluate treatment plan and the need for ongoing or additional treatment based on client feedback and ongoing assessment
	4.4 Negotiate and document changes to the plan with the client

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

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

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Assessment Requirements for HLTAYV008 Provide Ayurvedic remedial therapies

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTAYV611C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 400 hours of Ayurvedic client consultation work
- prepared for and managed at least 40 different remedial therapies sessions, including at least 20 massages. Clients must include males and females from different stages of life with varied presentations
- provided each of the following snehana therapies at least twice:
  - abhyanga
  - bala abhyanga
  - shiro abhyanga
  - nabhi - naval vijnanam and massage
  - karna purana (oil in ear)
    nasya, pratimarsha (oil in nose)
  - sat karma - kunjala, neti, baghi, basti, bhastrika, nauli
  - shad upkarmas
  - langhana

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  - brimhana
  - rukshana
  - snehna
  - svedana
  - sthambana
  - chavitti
  - pregnancy massage (part of abyanga)
  - massage after pregnancy (mother massage)
  - udvartana (massage with pressure, dry and unctuous)
  - udgharshana
  - navarakizi
  - yoga chikitsa
- provided Ayurvedic therapeutic dhara treatments, including each of the following at least twice:
  - shiro dhara
  - parisheka
  - pizichil
  - pinda sweda
  - lepas, basti
  - bhaspa sweda
  - cleanses
- provided Ayurvedic therapeutic basti treatments, including each of the following at least once:
  - hrud basti - snehan over the cardiac region (hridaya)
  - kati basti - snehan over the lumbrosacral region (kati)
- created and maintained complete and accurate client records
- interacted effectively with clients during treatments, providing clear, accurate and supportive information and guidance

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:

- legal and ethical considerations (national and state/territory) for providing remedial therapies:
  - codes of conduct
  - duty of care
  - infection control
  - informed consent
  - mandatory reporting

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  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- macrocosm and microcosm & primordial elements, panchamahabhutas
  - trigunas
  - doshas
  - five forms of vata
  - five forms of pitta
  - five forms of kapha
  - dhatus
  - malas
  - agni
  - prakruti
  - examination of the constitution of an individual, prakruti parikshan
  - healthy person, swastha purusha
  - ama
- Ayurvedic remedial therapies and how to apply them:
  - what each therapy does
  - what effects it might have
  - what the cautions and contraindications are
  - herbalised oils and powders used
- Ayurvedic massage oils and powders
- tailas (herbalised oils) lepas, pastes, bolusses and powdered herbs and how to prepare/ dispense them
- science of marma:
  - classifications
  - marma points and their reflex points
  - additional marmas in the body
  - techniques of marma massage (107 important points)
- theory of panchakarma
- potential reactions during treatment and how to respond
- potential reactions following treatment and appropriate client advice
- methods of monitoring treatment progress
  - re-assessment
  - client feedback

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- types of advice and resources that can be provided to clients for their use outside the clinical environment
- barriers to therapeutic progress and ways to respond within an Ayurvedic framework
- documentation requirements for recording treatment details
- types of symptoms within each body system that may be treated with Ayurvedic tactile therapies

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - Ayurvedic clinic therapy room with relevant equipment
  - herbs, base, essential, herbal oils, waxes, ghees
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 5 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV009 Provide therapeutic Ayurvedic nutritional advice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAVY601C/HLTAYV602C/HLTAYV605D/ HLTAYV613D. Some content also in HLTAYV010. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to determine an Ayurvedic nutritional treatment strategy based on an existing diagnosis, provide relevant advice to the client and complete treatment documentation.

This unit applies to Ayurvedic practitioners working with clients to address specific therapeutic needs.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish dietary and nutritional plans	1.1 Identify potential dietary modifications or nutritional supplements based on identified vrikruti and virudha ahara (lifestyle) from within the Ayurvedic framework

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Assess inherited, congenital, acquired and seasonal factors that may be affecting nutritional status
	1.3 Consider treatment and advice provided by other health care professionals
	1.4 Determine any contraindications to dietary changes and supplement provisions and adjust plan accordingly
	1.5 Take into consideration cultural factors and other possible client compliance issues
	1.6 Establish timeframe, therapeutic expectations and evaluation mechanisms
	1.7 Clearly document plan and its component parts using language to assist client interpretation
2. Provide advice and resources to the client	2.1 Clearly explain proposed dietary plan to client with rationale and expectations
	2.2 Provide clear instructions, and negotiate if required
	2.3 Explain factors which may interfere with the effectiveness of the treatment
	2.4 Negotiate the management of dietary modifications in relation to other current medicines
	2.5 Request client to monitor responses to the supplements and to contact practitioner as required
	2.6 Clarify and agree responsibilities of practitioner and client within the treatment plan
	2.7 Explain and agree evaluation strategies
3. Complete treatment documentation	3.1 Accurately record details of dietary plans and recommendations in client file
	3.2 Record arrangements for treatment review according to clinic guidelines

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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

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

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Assessment Requirements for HLTAYV009 Provide therapeutic Ayurvedic nutritional advice

Modification History

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Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAVY601C/HLTAYV602C/HLTAYV605D/ HLTAYV613D. Some content also in HLTAYV010. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 400 hours of Ayurvedic client consultation work
- prepared at least 40 different nutritional plans. Clients must include males and females from different stages of life with varied presentations, including:
    - dosha imbalances
    - ama
    - deficiency or excess in the dhatus, agni, malas, doshas and ojas
- followed Ayurvedic principles by determining appropriate strategies based on the diagnosis and evaluation of:
    - nutritional status
    - physical, mental and emotional status
    - available medical data
    - particular client issues, addictions or preferences
    - contraindications

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- planned strategies to balance rajasic and tamasic gunnas, to reduce ama generation, to eliminate the excessive build up of doshas, to open all srotamsi, to maintain optimum agni, to restore balanace and ojas and to sustain health at all the four levels
- interacted effectively with clients:
  - provided clear advice with rationale, expectations and affecting factors
  - explained and agreed treatment monitoring and evaluation

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:

- legal and ethical considerations (national and state/territory) for provision of nutritional advice:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- principles of Ayurvedic nutrition and diet:
  - ahara, vihara aushadhi principle
  - prakruti and vikruti specific
  - variations necessary with the changing seasons
  - digestive processes
  - rasa, virya and vipaka, prabhawa and gunnas
  - agnis and their functions
  - shath rasa - the six tastes
  - tridosha theory
  - triguna theory and its relationship to food
  - virudha ahar
- Ayurvedic food classifications, categories, composition and therapeutic uses:
  - fruit
  - vegetables
  - dairy
  - animal foods

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  - oils
  - sweeteners
  - nuts and seeds
  - grains
  - beans and legumes
  - herbs and spices
  - best utility of ahara
  - gruels
  - virudha ahara
  - pratinidhi ahara
  - ahara to suit various prakruti and vikruti
- types and features of culinary herbs and spices in Ayurveda
- rasayana, vajikarana & chikitsa preparations
- types and features of foods containing macronutrients and micronutrients, vitamins and minerals, carbohydrates, fats and proteins
- function of fibre in the body
- types and features of foods that affect the mind and moods, and the body:
  - food additives
  - preservatives
  - colouring
  - alcohol/drug consumption
  - virudha ahar
  - fast food dependence
  - wrong diet choices for prakruti
- Ayurvedic cooking and food preparation techniques for major food classifications
- features of ama, its causes signs and symptoms (emotional, mental and physical)
- nutritional supplements in the Ayurvedic framework:
  - main Ayurvedic nutritional supplements used for each system/condition/mind state
  - appropriate safe dosage levels for different groups
  - potential adverse effects
  - principles of formulation - including dosage, dosage form, and duration of treatment according to reference texts
- drug-nutrient and nutrient-nutrient interactions
- amino acids (essential and non-essential)
- potential impact of supplementation on the condition or disease state, including preventative action
- types of dietary modifications and their indications for use:
  - exclusions
  - inclusions
  - increased consumption
  - decreased consumption

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- environmental factors and their relationship to nutritional status, including:
  - pollution
  - demographic
  - rtucharya and sandhis
- main types and culinary characteristics of diets that are part of contemporary Australian society
- meaning of:
  - drug–food interactions
  - food allergy
  - food intolerance
- key health and legal consequences of failing to address special requirements:
  - allergic reactions
  - anaphylaxis
  - food sensitivity or intolerance reactions
- basic biochemistry as it relates to diet and nutrition – make up of carbohydrates, proteins, fats
- contra-indications of treatment - in vikruti, particular seasons, diseases and age groups
- principles and techniques for preparing nutritional plans to suit vikruti, with duration and costs
- cultural restrictions on diet and nutritional supplementation
- pathya kalpana (therapeutic nutrition) and preparation for:
  - manda (clear rice water)
  - peya (light rice soup)
  - yavagu (concentrated rice soup)
  - krsara (cooked wet rice with cereals)
  - yusha (mung dhal soup)
- avaleha
  - brahma rasayana
  - ashwagandhadi lehyam
  - haritakyadi rasayana
  - chyawanprash
  - triphala rasayana
  - vilvadi lehyam
  - drakshavelha
  - bilvadilehyam
  - madhu
  - shilajatu rasayana

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Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information
  - private consultation area
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors**.**

In addition, assessors must:

- have at least 5 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV010 Select and advise on Ayurvedic medicines - dravyaguna

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTAVY601C/HLTAYV602C/HLTAYV605D/ HLTAYV613D. Some content also in HLTAYV009. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to determine an Ayurvedic medicine treatment strategy based on an existing diagnosis, provide relevant advice to the client and complete treatment documentation.

This unit applies to Ayurvedic practitioners working with clients to address specific therapeutic needs.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine treatment strategy	1.1 Determine the treatment strategy, prognosis and therapeutic expectations according to the diagnosis, client

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	needs and stage of life
	1.2 Determine contraindications to treatment and modify treatment strategy accordingly
	1.3 Consider treatment and advice information provided by other health care professionals
	1.4 Evaluate the impact of disease phase or stage on treatment selection
	1.5 Take into consideration possible client compliance issues in specific treatment options
	1.6 Select medicines and administration method based on prakruti, vikruti, agni, seasons, ojas & strength of client
2. Provide advice and resources to the client	2.1 Clearly explain treatment rationale and expectations
	2.2 Provide clear instructions for taking medicines, and negotiate if required
	2.3 Explain factors which may interfere with the effectiveness of the treatment
	2.4 Negotiate the management of selected Ayurvedic medicines in relation to any other current medicines
	2.5 Request client to monitor responses to the supplements and to contact practitioner as required
	2.6 Clarify and agree responsibilities of practitioner and client within the treatment plan
	2.7 Explain and agree treatment evaluation strategies
3. Complete treatment documentation	3.1 Document accurate details of Ayurvedic medicines to be provided
	3.2 Accurately record details of treatment recommendations in client file
	3.3 Record arrangements for treatment review according to clinic guidelines

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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

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

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Assessment Requirements for HLTAYV010 Select and advise on Ayurvedic medicines - dravyaguna

Modification History

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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 the activities outlined in the performance criteria of this unit during a period of at least 400 hours of Ayurvedic client consultation work,
- created at least 40 different client prescriptions. Clients must include males and females from different stages of life with varied presentations
- selected medicines based on Ayurvedic principles, determining appropriate medicines based on the diagnosis, including:
  - information about the condition including phase or stage
  - prevalent season and sandhi
  - agni, prapaka, vipaka, malas
  - triguna/state of mind
  - available vikruti/medical data
  - ahara, vihar, aushadhi
  - kaya chikitsa
  - bhaishajya kala
  - available medical data
  - particular client issues or preferences

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    - contraindications
- planned strategies to balance rajasic and tamasic gunnas, to reduce ama generation, to eliminate the excessive build up of doshas, to open all srotamsi, to maintain optimum agni, to restore balance and ojas and to sustain health at all the four levels
- interacted effectively with clients:
    - provided clear explanations about treatment rationale, expectations and affecting factors
    - provided clear instructions about administration of medicine
    - explained and agreed treatment monitoring and evaluation

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:

- legal and ethical considerations (national and state/territory) for Ayurvedic medicines:
    - codes of conduct
    - duty of care
    - informed consent
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - Therapeutic Goods Administration (TGA) requirements
    - work role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- dravyaguna, including:
    - gunas, rasapanchaka and uses of:
        - minimum of 100 dravya
        - current scheduled or restricted Ayurvedic herbs
        - culinary herbs
    - groups of herbs used in Ayurveda, their contraindications, identification and distinguishing features, interrelationships and incompatibilities
    - Ayurvedic herbs with respect to their use for general symptoms, energetic, psychological and physiological indications
    - active principles of the medicines used for each dosha/condition/system
    - methods of administration for medicines
    - ubtans, lepas, base, essential and herb oils, resins, extracts, clays, balms, washes, lubricants, pastes, decoctions

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- contraindications to treatments
- ways to address excessive ama/doshas
- principles of chikitsa to achieve the following:
  - shad upkarma
  - vyadhiharam
  - prakrutisthapanam
  - prakrutivighataka
  - nidanparivarjana (ch. vi)
  - dhatushamya chikitsa (ch. su)
  - vishudha chikitsa (ch. ni)
  - svabhava chikitsa (ch. su)
- pharmacodynamics of pharmaceutical and medicines and the theory of drug action, factors modifying drug effect and dosage, drug toxicity and toxicology
- pharmacokinetics of Ayurvedic medicines – drug administration, absorption, distribution, metabolism and excretion
- possible obstacles to cure and responses to treatments
- Supplementary measures in the management of the condition/system:
  - dietary considerations
  - exercise
  - lifestyle
  - stress
- interaction of treatments with foods, other herbs, nutritional supplements and drugs
- principles of formulation (including dosage and duration of treatment) for:
  - avaleha
    - chitrakharitaki
    - drakshavelha
    - erand pak
    - haridrai khanda
    - haritakyadi rasayana
    - kutjavelha
    - musali pak
    - saubhagya shounthi pak
    - shilajatu rasayana
    - supari pak
    - triphala rasayana
  - ghritam - a minimum of 5
  - kashayam - a minimum of 5
  - choorana - a minimum of 10
  - guggulu – a minimum of 7
  - vati - a minimum of 5

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- lauh mandoor – a minimum of 2
- asava and arishta – a minimum of 10
- bhasmas - a minimum of 5
- arka - a minimm of 2
- shad bindu taila- a minimum of 5
- swarsa
- kalka
- kwatha
- hima
- phanta
- ubtan,
- dravaka
- ghrita
- lavana kshara
- lepa
- mandoora
- pishti
- sattva
- taila
- varti

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case notes, health record
  - private consultation area
  - Ayurvedic Formulary of India
  - Ayurvedic Pharmacopoeia of India
  - other Ayurvedic reference texts
  - online TGA references regarding labelling
  - information on scheduled herbs
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors**.**

In addition, assessors must:

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- have at least 5 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTAYV011 Prepare and dispense Ayurvedic medicines - dravyaguna

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to obtain and store materials, prepare Ayurvedic medicines as per the *Ayurvedic formulary of India* and the *Ayurvedic pharmacopoeia of India*, and dispense those medicines according to a pre-prepared script or order.

This unit applies to any practitioner who provides Ayurvedic medicines to clients.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Obtain and store materials	1.1 Determine authorised and reputable sources of products certified to be free of insecticides, pesticides, chemicals, preservatives, heavy metals and contaminants 1.2 Source natural raw, semi-processed, processed and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	manufactured materials as required for scope of practice
	1.3 Determine storage requirements for different types of herbs and materials
	1.4 Maintain integrity of materials through correct handling and storage
	1.5 Maintain stock levels according to clinic requirements
2. Prepare Ayurvedic medicines according to Ayurvedic Formulary of India and Ayurvedic Pharmacopoeia of India	2.1 Check and prepare equipment for operational readiness
	2.2 Select and assemble ingredients according to order
	2.3 Make accurate calculations for quantities and ratios
	2.4 Follow Ayurvedic rituals, mantra recitation and meditations and clear non-sattvic influences
	2.5 prepare medicine according to Ayurvedic medicine methodology
	2.6 Label and store medicines according to legal requirements and Ayurvedic guidelines
3. Dispense Ayurvedic medicines	3.1 Establish form and quantity of required medicines from prescription or order
	3.2 Follow procedures to prevent contamination of or by the medicine
	3.3 Check and prepare dispensing equipment for operational readiness
	3.4 Select and assemble prescribed medicine and dravya
	3.5 Package and label correct quantities into suitable containers with clear and accurate labelling
	3.6 Provide accurate instructions for administration and care of Ayurvedic medicines
	3.7 Complete accurate dispensing documentation according to clinic guidelines and legal requirements

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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

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

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Assessment Requirements for HLTAYV011 Prepare and dispense Ayurvedic medicines - dravyaguna

Modification History

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Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 20 Ayurvedic medicines, including all of the following at least twice:
  - avaleha/pravahi
  - kashaya
  - kwatha choorana
  - guggulu
  - ghrita
  - choorana
  - taila
  - vati- gautika
  - lepa/ ubtan
  - swarsa
  - kalka
  - kwatha
  - hima
  - phanta
  - kshirapaka
  - ubtan

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    - lepa
- dispensed each of the following at least once:
    - arishta
    - arka
    - asava
    - avaleha
    - choorana
    - dravaka
    - ghrita
    - guggulua preparations
    - kashaya
    - lauh
    - lepa/ ubtan
    - talia
    - vati
- followed dispensing processes that meet the *Ayurvedic formulary of India* and the *Ayurvedic pharmacopoeia of India* guidelines and legal requirements:
    - correctly interpreted prescription or order
    - checked materials and equipment
    - made accurate calculations and measurements
    - packed and accurately label dispensed materials
    - completed accurate documentation

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:

- legal and ethical considerations (national and state/territory) requirements for the preparation and supply of Ayurvedic medicines:
    - Therapeutic Goods Administration (TGA) guidelines
    - labelling
    - principles of manufacturing
    - quality control procedures
    - work health and safety
- format and requirements of the *Ayurvedic formulary of India* and the *Ayurvedic pharmacopoeia of India* guidelines
- sources of Ayurvedic medicines and their raw, semi processed, processed and manufactured ingredients and methods to determine quality
- key features of dravya used for Ayurvedic medicines:
    - plants used

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  - botanical keys
  - plant anatomy
  - plant classifications and nomenclature
- types of Ayurvedic medicines, what they are, how they are prepared
- preparation techniques for anupanas
- non-medicinal ingredients used in the preparation of Ayurvedic medicines
- chemical and physical incompatibilities
- techniques to prepare medicines from source materials as per Ayurvedic guidelines
- Ayurvedic medicine and allopathic drug interactions, both complementary and contra indicatory
- Ayurvedic medicine dispensing principles and methods
- significance and methods of monitoring control points within the dispensing process
- equipment and instrumentation components, purpose and operation
- work health and safety hazards and controls for Ayurvedic medicines
- waste handling requirements and procedures
- recording requirements and procedures
- environmental conditions required to maintain integrity of medicines before, during and after preparation
- types of instructions that must accompany Ayurvedic medicines
- procedures to prevent contamination of Ayurvedic medicines

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - kitchen, bench and shelving space
  - cast iron woks, ceramic and steel cookware, stirrers and decanters
  - secure storage areas
  - measuring equipment
  - sterile containers
  - labels
  - natural and manufactured medicinal substances for preparation
  - distilled water
  - medicating alcohol
  - *Ayurvedic formulary of India*
  - *Ayurvedic pharmacopoeia of India*
  - other Ayurvedic reference texts
  - online TGA references regarding labelling
  - information on scheduled herbs

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    - safety protection equipment, including fire blankets, fire extinguishers, first aid equipment
- modelling of industry operating conditions, including provision of medicines to the general public
- preparation supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors In addition, assessors must:

- have 5 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners

Links

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

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HLTAYV012 Monitor and evaluate Ayurvedic treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to monitor and evaluate Ayurvedic treatments, both from an individual client and whole of practice perspective.

This unit applies to Ayurvedic practitioners.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate client progress	1.1 Seek client feedback about treatment impacts and compliance with the treatment plan 1.2 Make own observations and assessment of client changes based on Ayurvedic framework 1.3 Evaluate treatment impacts in relation to client's physical, mental, spiritual and emotional wellbeing 1.4 Compare changes and improvements with expectations in the treatment plan, existing research and evidence from own practice 1.5 Seek additional information from clients when progress suggests this is needed

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.6 Accurately document progress in client treatment plan
2. Adjust treatment based on evaluation	2.1 Determine the need for adjustment to treatment plan based on evaluation of client progress
	2.2 Identify and respond to factors that may be inhibiting client progress
	2.3 Adjust treatment plans based on outcomes and sources of research or evidence that support Ayurvedic practice
	2.4 Accurately document any adjustments to treatment plans
3. Develop practice based on evaluation	3.1 Review progress of clients in context of own individual practice
	3.2 Identify areas of own practice for further research or development to support client outcomes
	3.3 Pro-actively seek and respond to professional development opportunities

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

No equivalent unit.

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Links

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Assessment Requirements for HLTAYV012 Monitor and evaluate Ayurvedic treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 the activities outlined in the performance criteria of this unit during a period of at least 400 hours of Ayurvedic client consultation work
- managed at least 40 different Ayurveda assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- monitored and evaluated treatments provided to at least 10 different clients presenting with at least 2 sessions per client

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:

- legal and ethical considerations (national and state/territory) for monitoring and evaluation:
  - children in the workplace
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries

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    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- types of criteria by which Ayurvedic treatments are evaluated, including regular client follow-ups and feedback
- typical complications associated with different treatments and therapies and how to respond in an ongoing treatment plan
- expectations of treatment for different conditions and client groups, and factors that impact on those expectations:
  - client history
  - contraindications
  - compliance
  - interactions with other treatments
  - timeframes for expected health benefit
- sources of research and evidence that support Ayurvedic practice
- principles underpinning continuation or variation of treatment and the Ayurvedic rationale that underpins these

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - private consultation area
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 5 years current clinical experience working as an Ayurvedic practitioner providing services to the general public
- hold practising membership of an Australian professional body that represents Ayurvedic practitioners
- fulfil the continuing professional development requirements of the professional body to which they belong

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HLTCAR001 Perform electrocardiography (ECG)

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTCA401/HLTPAT407. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to prepare for and conduct electrocardiography (ECG) procedures, producing traces that are suitable for diagnostic purposes. It does not include interpretation of the ECG.

This unit applies to any health worker conducting ECG procedures. ECGs are performed in medical centres, hospitals and cardiologist rooms.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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.*
1. Prepare electrocardiography machine for use	1.1 Check cleanliness and settings of ECG machine prior to use in accordance with organisation procedures and infection control requirements 1.2 Prepare ECG leads in accordance with the manufacturer’s specifications

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ELEMENT	PERFORMANCE CRITERIA
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.*
2. Prepare for ECG procedure	2.1 Greet client courteously and identify self 2.2 Identify client following organisation and regulatory procedure 2.3 Obtain, interpret and accurately record personal and clinical information in accordance with organisation policies and procedures 2.4 Provide complete and accurate information in easily understood language regarding the ECG procedure to client 2.5 Provide client with the opportunity to ask questions and discuss areas of concern 2.6 Obtain consent following ethical and legal requirements
3. Prepare client for ECG procedure	3.1 Maintain client privacy and dignity throughout procedure 3.2 Follow standard infection control procedures 3.3 Position the client correctly and comfortably as recommended by manufacturer or organisation procedure for different client groups 3.4 Prepare client's skin for electrode placement in accordance with organisation procedures and manufacturer instructions 3.5 Attach leads in accordance with procedure required and manufacturer's recommendations, and double check lead placement 3.6 Identify potential client risks and advise supervisor if risk exists
4. Produce an ECG trace	4.1 Produce trace and check trace for diagnostic suitability 4.2 Identify and respond to situations where repeat trace

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ELEMENT	PERFORMANCE CRITERIA
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.*
	is required
	4.3 Forward trace to relevant organisation or medical officer for interpretation using required method of transmission according to organisation procedure
	4.4 Record episode details in accordance with organisation procedures
5. Complete ECG process	5.1 Remove ECG leads and electrodes from client maintaining client privacy and ensuring skin integrity
	5.2 Provide client with assistance as required, on completion of procedure
	5.3 Dispose of waste in accordance with waste management procedures
	5.4 Store ECG machine in accordance with manufacturer's specifications

Foundation Skills

The Foundation Skills describe 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.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for HLTCAR001 Perform electrocardiography (ECG)

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTCA401/HLTPAT407. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established technical, infection control and safety requirements and produced at least 3 different ECG traces satisfactory for diagnostic purpose
- identified and responded appropriately to situations of interference, increased amplitude or wandering baseline

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:

- legal and ethical considerations for ECGs, and how these are applied in organisations, including:
  - children in the workplace
  - duty of care
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries

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    - work health and safety
- standard infection control requirements
- key features of AS/NZS 3200.1.2:2005 and AS/NZ 3551:2012 or their successors, in relation to ECG equipment,
- client factors that affect ECG, including:
    - physical limitations
    - respiratory function
- features, function and use of ECG equipment, including:
    - pre-checking and calibration procedures
    - electrical safety requirements
    - common problems and how to respond
    - routine maintenance requirements
- sources of interference, including:
    - client
    - equipment
    - environment
- quality requirements for ECG tracing
- anatomy and physiology of the heart
- normal and abnormal ECG rhythms

Assessment Conditions

Skills must have been 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:
    - ECG machine and associated leads/electrodes
    - client furniture
    - documented procedures for the candidate to follow
- modelling of industry operating conditions, including:
    - interaction with clients
    - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTCAR002 Perform holter monitoring

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Removed prerequisite.

Application

This unit describes the skills and knowledge required to attach a holter monitor and produce a diagnostic trace for submission to the requesting medical officer.

This unit applies to any health worker involved in holter monitoring. This work takes place in pathology collection centres, medical centres, hospitals and cardiologist rooms.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment for use	1.1 Check equipment for good working order 1.2 Check materials for availability and supply 1.3 Insert new battery and cassette tape correctly into holter monitor
2. Prepare client for holter	2.1 Greet client courteously and identify self

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
monitor	2.2 Identify client following organisation and regulatory procedure
	2.3 Obtain, interpret and accurately record personal and clinical information in accordance with organisation policies and procedures
	2.4 Provide complete and accurate information in easily understood language regarding the holter monitoring procedure to client
	2.5 Provide the client with the opportunity to ask questions and discuss areas of concern
	2.6 Obtain consent following ethical and legal requirements
3. Prepare for monitor recording	3.1 Maintain client privacy and dignity throughout procedure
	3.2 Follow standard infection control procedures
	3.3 Position the client correctly and comfortably and place electrodes in accordance with organisation and manufacturer procedures, client's needs and current standards
	3.4 Prepare client's skin for electrode placement as required
	3.5 Attach leads correctly and double check lead placement
	3.6 Take a trial trace and check for interference, wandering baseline and amplitude as required
	3.7 Identify potential client risks and advise supervisor if risk exists
	3.8 Provide accurate instruction to client on use of device
4. Process holter monitor trace	4.1 Produce trace and check trace for diagnostic suitability
	4.2 Identify and respond to situations where repeat trace is required

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.3 Remove holter monitor leads and electrodes from client
	4.4 Review computer analysis of holter tape in accordance with scope of job role or organise submission of tape to requesting medical officer
5. Complete holter monitor process	5.1 Provide client with assistance as required on completion of procedure
	5.2 Clean holter monitor and leads on completion of procedure in accordance with infection control procedures
	5.3 Dispose of disposable holter monitor electrodes and other materials in accordance with waste management procedures
	5.4 Store holter monitor leads and machine in accordance with manufacturer's specifications and work health and safety (WHS) policy and procedures

Foundation Skills

The Foundation Skills describe 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.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for HLTCAR002 Perform holter monitoring

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Removed prerequisite.

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:

- followed established technical, infection control and safety requirements and produced at least 3 different holter monitor traces satisfactory for diagnostic purposes
- identified and responded appropriately to situations of interference, increased amplitude or wandering baseline

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:

- legal and ethical considerations for holter monitoring, and how these are applied in organisations, including:
  - children in the workplace
  - duty of care
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
  - work health and safety

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- standard infection control requirements
- client factors that affect holter monitor testing, including:
  - physical limitations
  - respiratory function
- features, function and use of holter monitor equipment, including:
  - pre-checking procedures
  - electrical safety requirements
  - common problems and how to respond
  - routine maintenance requirements
- sources of interference:
  - client
  - equipment
- quality requirements for a holter monitor trace
- anatomy and physiology relevant for performance of holter monitoring testing and interpretation

Assessment Conditions

Skills must have been 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:
  - holter monitor
  - procedures for the candidate to follow
- modelling of industry operating conditions, including:
  - interaction with clients
  - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTCAR003 Assist with stress testing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Removed prerequisite.

Application

This unit describes the skills and knowledge required to prepare clients and equipment and to assist the medical officer during a stress test.

This unit applies to any health worker assisting with stress tests. Stress tests are performed in medical centres, hospitals and cardiologist rooms.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare stress testing equipment	1.1 Check and confirm availability of materials 1.2 Check equipment for good working order in accordance with organisation procedures and manufacturer guidelines

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Prepare client for stress testing	2.1 Greet client courteously and identify self 2.2 Identify client following organisation and regulatory procedure 2.3 Obtain, interpret and accurately record personal and clinical information in accordance with organisation policies and procedures 2.4 Review client medical history and address pre-existing conditions within scope of own job role 2.5 Provide complete and accurate information in easily understood language regarding the stress test procedure to client 2.6 Provide client with the opportunity to ask questions and discuss areas of concern 2.7 Obtain consent following ethical and legal requirements
3. Attach electrodes for stress test	3.1 Maintain client privacy and dignity throughout procedure 3.2 Follow standard infection control procedures 3.3 Prepare client's skin for electrode placement as required 3.4 Position client correctly and comfortably and place electrodes in accordance with client needs and current standards 3.5 Attach blood pressure cuff correctly to the client
4. Assist medical officer during stress test	4.1 Ensure supervising medical officer is present prior to commencement of test 4.2 Follow medical officer instruction during test 4.3 Record blood pressure and 12 lead electrocardiography (ECG) whilst client is supine and standing 4.4 Record and monitor 12 lead ECG and blood pressure during exercise and post exercise in accordance with

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	policies and procedures
	4.5 Identify and report signs of client discomfort, distress or adverse reaction to the medical officer in attendance and check equipment for true reading
	4.6 Suspend or stop the test in response to adverse client reaction
	4.7 Inform and reassure client, as appropriate, throughout the procedure
	4.8 Maintain communication with the client throughout procedure
5. Complete stress test	5.1 Remove stress test leads and electrodes from client following correct procedure
	5.2 Store stress test leads in accordance with manufacturer's guidelines
	5.3 Dispose of disposable stress test electrodes and other materials in accordance with waste management procedures
	5.4 Provide client with assistance as required, on completion of the procedure
	5.5 Complete, print and present report to cardiologist for review

Foundation Skills

The Foundation Skills describe 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.

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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

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Assessment Requirements for HLTCAR003 Assist with stress testing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Removed prerequisite.

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:

- followed medical officer instructions, established procedures, safety requirements and infection control guidelines and produced at least 3 different diagnostic stress test results from 3 different people

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:

- legal and ethical considerations for stress testing, and how these are applied in organisations, including:
  - children in the workplace
  - duty of care
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries (and limitations)
  - work health and safety

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- standard infection control requirements
- client factors that affect stress testing, including:
  - physical limitations
  - respiratory function
- features, function and use of holter monitor equipment, including:
  - pre-checking procedures
  - electrical safety requirements
  - common problems and how to respond
  - routine maintenance requirements
- sources of interference:
  - client
  - equipment
- quality requirements for a stress test
- anatomy and physiology relevant for performance of stress testing and interpretation:
  - basic pharmacology related to cardiac function
  - recognition of life threatening cardiac rhythm abnormalities
- complications and contraindications for clients undergoing stress testing

Assessment Conditions

Skills must have been 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:
  - stress testing equipment
  - documented procedures for the candidate to follow
- modelling of industry operating conditions, including:
  - interaction with clients
  - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDEF001 Participate in a land based deployed health capability

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to prepare for deployment and function effectively at the operational level as part of a deployed health element.

This unit applies to Australian Defence Force (ADF) personnel working under direction in the context of a land based operational environment. Operational environments vary in accordance with Government directives and include war fighting, peacekeeping and humanitarian assistance.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare for deployment	1.1 Check stores and equipment to ensure they are operational and prepared for movement and complete required documentation 1.2 Safely pack and load dedicated stores and equipment

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	to facilitate anticipated transport outcomes
	1.3 Complete personal preparation for deployment according to requirements
2. Participate in deployment activities	2.1 Use effective communication and teamwork skills
	2.2 Prioritise work in consultation with other members of the team
	2.3 Set up designated work areas, stores and equipment for use
	2.4 Identify equipment and basic facility shortfalls and report to supervisor
3. Operate within a deployed health capability element	3.1 Receive and transfer patients in accordance with operational procedures
	3.2 Adapt to specific deployment requirements in performance of operational duties
4. Participate in re-deployment activities	4.1 Work effectively as part of a team to re-deploy the health element
	4.2 Refurbish stores and equipment for future operations
	4.3 Identify stores and equipment shortfalls and report to supervisor
	4.4 Safely pack and load dedicated stores and equipment for redeployment
	4.5 Participate in debriefing/evaluation activities to improve future deployments and address individual's needs

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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

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

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Assessment Requirements for HLTDEF001 Participate in a land based deployed health capability

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 according to the overarching operational mandate and standing orders, policies and instructions for that deployment:
  - participated in core role as an effective member of a deployed health capability over a 36-hour period
  - completed the following individual preparations:
    - inoculations
    - fitness and medical/dental checks
    - personal kitting
    - wills
  - loaded, set-up and operated the following stores and equipment using safe manual handling techniques:
    - tentage
    - medical equipment
    - power systems
    - general field equipment
    - personnel kitting
  - erected deployment shelters
  - adapted to the unique requirements of a specific deployment
- used effective communication and teamwork skills:

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- active listening
- questioning
- feedback
- information sharing
- collaborative planning

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:

- legal, ethical and military requirements for working in land based deployment:
  - codes of practice
  - duty of care
  - infection prevention and control
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management and documentation
  - rights and responsibilities of workers, employers and clients
  - specific military information sources that inform work practice:
    - ADF publications
    - health policy directives
    - land warfare manuals
    - Law of Armed Conflict (LOAC)
    - Geneva conventions
    - maritime and aviation orders
    - operational mandate
    - operational/movement orders and expectations
    - organisation/unit standard operating procedures
    - current operational mandate
  - work role boundaries – responsibilities and limitations
  - work health and safety
- organisation policies and procedures pertinent to own capability
- individual readiness requirements
- manual handling techniques that support safe work practice and safe loading:
  - preparing the load/client
  - preparing the environment
  - using the stronger muscles in the legs where possible, rather than spinal muscles
  - maintaining a neutral spine when lifting and carrying

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  - using two hands to lift or carry
  - keeping the load close to the body/centre of gravity
  - avoiding lifting objects above shoulder height
  - minimising repetitive movements
  - positions not held for long periods of time
  - avoiding twisting by repositioning feet whilst turning
- equipment and stores operating instructions and maintenance requirements pertaining to designated deployment logistics
- general health element components, organisation of roles and associated support (i.e. Roles 1, 2 & 3**)** logistical supply chain for the deployment
- operational posture requirements (duty systems, weapons, daily routines, shifts and rosters, local defence procedures, movements orders and environmental constraints)
- role of other health care providers and capabilities
- set-up and operation of equipment contained within own health capability
- structure, function and layout of own health capability

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions over a continuous 36 hour period. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a simulated operations area requiring the establishment of a health element to support the embedded forces
  - multiple mannequins, actors and support staff to establish a working environment for operations and participate in military based scenarios
  - a land based health element
  - catering, shelter, hygiene facilities (personnel barracks/sleeping quarters)
  - transport vehicles
- modelling of industry operating conditions, including presence of, and interaction with, sufficient personnel to support the exercise requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. In addition, assessors must have at least 3 years' experience as a military officer/senior non-commissioned officer (SNO) with deployment experience for all military components.

Subject matter experts with a minimum of 3 years clinical experience will also be required for any clinical scenarios assessed during the exercise.

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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

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HLTDEF002 Provide treatments for common conditions

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assess and treat a nominated and limited range of common health conditions and injuries.

This unit applies to Australian Defence Force (ADF) health care providers working within a military context in remote and operational contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Perform a basic patient assessment	1.1 Establish and accurately record a basic patient history 1.2 Ascertain the history of the complaint through patient questioning 1.3 Conduct basic clinical assessment and measurements according to established procedures and infection control requirements 1.4 Maintain patient privacy according to guidelines

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.5 Identify and respond to requirement for further referral
	1.6 Liaise with other health care providers as applicable for ongoing assessment
2. Determine treatment plan	2.1 Determine treatment options most suitable to the patient's condition.
	2.2 Liaise with other health care providers in determining treatment options according to client needs
	2.3 Read and correctly interpret medical reports and other data relevant to the condition
	2.4 Provide accurate and current patient advice on assessment and treatment options
	2.5 Develop a treatment plan, in accordance with clinical guidelines and authorised treatment procedures
3. Implement treatment plan	3.1 Gain appropriate consent to proceed with treatment plan
	3.2 Implement proposed plan following clinical guidelines and authorised treatment procedures
	3.3 Use equipment according to manufacturer instructions
	3.4 Organise follow up appointment for treatment evaluation
	3.5 Accurately document treatment provided
4. Manage and review the treatment	4.1 Monitor treatment outcomes against expectations
	4.2 Provide ongoing advice to patient regarding condition
	4.3 Evaluate therapeutic expectations and liaise with other health care professionals regarding ongoing treatment.
	4.4 Amend treatment plan as required

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. 4.5 Organise ongoing referral as required 4.6 Accurately document treatment outcomes and follow up appropriately

Foundation Skills

The Foundation Skills describe those required skills (employability 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

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Assessment Requirements for HLTDEF002 Provide treatments for common conditions

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 an accurate clinical assessment in accordance with established procedures at least 4 times, incorporating all of the following:
  - patient history
  - known allergies and medications
  - temperature, pulse and respiration, blood pressure (TPR&BP)
  - oxygen saturation (SaO2)
  - non invasive general physical examination
  - examination of presenting condition
  - assessment outcomes
- developed and applied treatment(s) for the following conditions according to established procedures:
  - acute rhinitis
  - allergic rhinitis
  - bites and stings
  - bowel constipation
  - common cold
  - contact dermatitis
  - diarrhoea
  - fever

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- fungal and yeast infections of the skin
- headache
- influenza
- lip soreness
- malaria (prickly heat)
- motion sickness
- parasitic infestations of the skin
- pharyngitis
- worms/parasitic infestations
- foreign body in eye
- skin injuries, including blisters, lacerations, punctures, grazing, contusions or minor burns
- soft tissue injuries, including haematoma, sprain, strain or overuse injuries

• used all of the following treatments and approaches:

- application of hot/cold therapy
- basic dressings and bindings
- sports strapping/bandaging
- issue and administration of topical and enteral medication (oral and rectal)
- referring for further clinical assessment and treatment

• used effective communication techniques during the client interview process, including:

- two way questioning
- clinical education
- treatment plan support
- negotiation

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:

• legal, ethical and military requirements for treatment provision:

codes of practice

duty of care

infection prevention and control

informed consent

mandatory reporting

privacy, confidentiality and disclosure

records management and documentation

rights and responsibilities of workers, employers and clients

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specific information sources that inform work practice:
Primary clinical care manual (PCCM)
organisation/unit standard operating procedures
current operational mandate
established clinical procedures
work role boundaries – responsibilities and limitations
work health and safety

- anatomy and physiology, including:
  structure and function of the following human body systems and their interactions:
  cells, tissues and organs
  cardiovascular system
  respiratory system
  musculo-skeletal system
  endocrine system
  digestive system
  urinary system
  reproductive system
  integumentary system
  lymphatic system
  nervous system, including sensory systems – eye and ear
  the special senses – smell, taste, vision, equilibrium and hearing
  immune system
- anatomical and medical terminology:
  when referring to the human body
  when taking measurements in different body systems
- patient assessment requirements and techniques
- normal values and parameters
- aspects of the common conditions listed in the Performance Evidence, including:
  presenting symptoms
  disease process and phases
  treatment modalities and their contraindications
- medical tests and diagnostic procedures and the need for referral
- patient compliance consequences
- principles of clinical assessment, prescribing, and case management
- referral procedure and pathways
- role of other health care providers and support services
-

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a health centre/clinic/hospital environment with sufficient patient throughput to meet the majority of performance evidence requirements
  - casualties (high fidelity simulation, resuscitation mannequins and/or actors)
  - clinical documentation
  - medical equipment for assessment purposes
  - equipment and consumables for treatment purposes
  - pathology samples/containers requiring labelling
- modelling of industry operating conditions, including:
  - a minimum of 2-3 people for the consultation/treatment
  - a minimum of 1-2 other personnel supporting the scenario/workplace (i.e. for referrals, ongoing advice)

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. In addition, assessors must have at least 3 years' experience as a clinical health professional in a primary healthcare setting.

Links

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

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HLTDEF003 Perform the duties of a scribe during casualty resuscitation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to accurately obtain and document casualty information from various sources during a resuscitation.

This unit applies to Australian Defence Force (ADF) personnel working as part of a resuscitation team in an operational context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare for the role of scribe	1.1 Prepare resuscitation documentation prior to arrival of casualty 1.2 Prepare resuscitation area to receive the casualty in accordance with preliminary clinical data obtained and direction from resuscitation team leader 1.3 Prepare own personal protective equipment in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	accordance with organisation policies and procedures
	1.4 Follow guidance from team leader and resuscitation team members in accordance with prescribed role
2. Participate as a scribe in the resuscitation	2.1 Follow personal hygiene and infection control procedures
	2.2 Ascertain casualty identity and history and record accurately
	2.3 Record treatment information and casualty's response to treatment
	2.4 Maintain chronological record of events and procedures of the resuscitation
	2.5 Communicate relevant treatment information to other team members to aid in the continuity of care of the casualty
3. Perform post resuscitation duties	3.1 Accurately complete all relevant documentation
	3.2 Provide documentation to team leader for authorisation
	3.3 Organise ongoing casualty transfer in accordance with procedures
	3.4 Refurbish resuscitation area in preparation for the next resuscitation
	3.5 Participate in post event team debrief as applicable

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

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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

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Assessment Requirements for HLTDEF003 Perform the duties of a scribe during casualty resuscitation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 3 times in line with governing regulations, trauma codes of practice and workplace procedures:
  - interpreted clinical data from multiple resources and accurately recorded details chronologically within emergency time constraints
  - recorded the following clinical information in a legible and clear manner:
    - medication
    - observations
    - assessment outcomes
    - interventions
    - referrals
    - pathology specimens
    - consumables (i.e. traceable with serial numbers)
  - operated/interpreted the following basic resuscitation equipment:
    - vital signs monitoring
    - intra-venous lines and fluids
    - monitors
- used effective communication and teamwork skills:
  - active listening
  - questioning

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  - feedback
  - information sharing
- completed basic arithmetic calculations and recorded numbers

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:

- legal, ethical and military requirements for scribe work:
  - codes of practice
  - duty of care
  - infection prevention and control
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management and documentation
  - rights and responsibilities of workers, employers and clients
  - specific information sources that inform work practice:
    - *Primary clinical care manual* (PCCM)
    - organisation/unit standard operating procedures
    - current operational mandate
  - work role boundaries – responsibilities and limitations
  - work health and safety
- documentation used for casualty resuscitation purposes, including associated pathology requirements
- personal protective equipment requirements
- standard resuscitation equipment schedules and operation
- clinical monitoring requirements for resuscitation
- documentation processes relevant to receiving and resuscitating a casualty
- medical terminology
- basic anatomy and physiology of all body systems
- general resuscitation protocols provided by Australian Resuscitation Council (ARC)
- general pathology and investigative requirements pertaining to standard resuscitation processes
- inter-departmental transfer requirements
- role of other resuscitation team members and support services
- storage and security requirement for personal effects (including weapons, explosives and pyrotechnics)

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Assessment Conditions

Skills must have been 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:
  - a resuscitation bay mimicking the work environment
  - casualties (high fidelity simulation, resuscitation mannequins and/or actors)
  - documentation used within the resuscitative environment
  - pathology samples/containers requiring labelling
- modelling of industry operating conditions, including:
  - a minimum of 3 people in the resuscitation team
  - a minimum of 1-2 other personnel supporting the resuscitation

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. In addition, assessors must have at least 3 years' experience as a health professional in a resuscitative/emergency department setting.

Links

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HLTDEF004 Attend to emergency patients being transported by road

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to convey and receive information, safely move and transport patients, and hand patient over to destination facility.

This unit applies to Australian Defence Force (ADF) clinical health care providers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Convey and receive information relating to the incident	1.1 Identify patient to be transported and ascertain clinical requirements for transport 1.2 Plan client care and equipment requirements within scope of own role 1.3 Determine route and timings for transfer from operational information 1.4 Report clear and comprehensive details to all

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	personnel involved in the plan
	1.5 Provide patient with clear information on transport procedures as appropriate
2. Move patient safely	2.1 Secure patient and equipment for transport according to safety requirements
	2.2 Conduct loading/unloading smoothly following safe manual handling procedures
	2.3 Prevent unnecessary movement that may exacerbate clinical condition
	2.4 Recognise and respond to patient privacy considerations
3. Transport patient	3.1 Check that patient has been adequately prepared for transport in accordance with directions and plan
	3.2 Identify and respond to any change to original transport plan
	3.3 Maintain continuity of care during transport
	3.4 Use clinical equipment during transport as required
	3.5 Liaise with the vehicle driver to optimise patient care
	3.6 Maintain communication between driver and destination facility to optimise patient care
4. Hand over patient to destination health facility	4.1 Accurately document clinical information regarding transport
	4.2 Follow procedures to maintain confidentiality of information
	4.3 Provide a verbal clinical report to the receiving health professional
	4.4 Convey transport concerns as applicable
	4.5 Continue patient care until responsibility is taken over by staff of the destination facility

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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

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

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Assessment Requirements for HLTDEF004 Attend to emergency patients being transported by road

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 and documented at least 1 transport/movement plan that includes:
  - logistical requirements, including relevant points of contact
  - clinical requirements
- transported a patient by road in at least 2 different situations in accordance with state/territory regulations and organisation policies and procedures:
  - used safe manual handling techniques
  - used ancillary equipment
- used effective communication during the transport process:
  - used communication equipment and systems
  - communicated with vehicle driver
  - communicated with health professionals using appropriate medical terminology
- adapted approaches to clinical tasks to the emergency transport context

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:

- legal, ethical and military requirements for emergency transport:

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  - codes of practice
  - duty of care
  - infection prevention and control
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management and documentation
  - rights and responsibilities of workers, employers and patients
  - work role boundaries – responsibilities and limitations
  - work health and safety, manual handling safety for self, patients and equipment
- organisation policies and procedures for patient transport
- methods of loading and unloading patients under life-threatening conditions
- types of movement that exacerbate clinical conditions
- patient care and restraint during transportation
- configuration of the road transport vehicle being used for carriage
- operation of communications equipment (radio/2 way)
- features of AS/NZS 4535:1999 ambulance restraint systems that apply to patient transport from an individual worker's perspective

Assessment Conditions

Skills must have been 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:
  - a road transport vehicle suitable for patient transport
  - casualties (high fidelity simulation, resuscitation mannequins and/or actors). Note: 1 transport assessment must include an actual person (not a mannequin) and can be conducted in a simulated role
  - documentation used within the emergency environment
  - in service stretchers
- modelling of industry operating conditions, including:
  - a minimum of 2 people in the transport team (1 driver and the designated carer)
  - a minimum of 1-2 other personnel supporting the transport process

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. In addition, assessors must have at least 3 years' experience as a health professional in an acute care/emergency/pre-hospital department setting.

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HLTDEN001 Prepare for and assist with oral health care procedures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum hours added. Removal of pre-requisites Supersedes HLTDA303D

Application

This unit of competency describes the skills and knowledge required for a dental assistant to assist the operator by preparing the dental surgery including preparing necessary equipment, instruments and materials for oral health care procedures, and to assist the operator during the delivery of these procedures.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare the dental surgery for oral health care procedures	1.1 Make accessible in the clean zone of the surgery the patient's necessary charts and records
	1.2 Identify correctly the planned procedure
	1.3 Anticipate and select correctly the equipment, instruments materials and medicaments for the planned procedure, and arrange them in their likely order of use
	1.4 Give personal protective equipment to the patient and members of the dental team
	1.5 Support aseptic techniques to prevent the spread of infection
2. Use dental terminology in communication within the health care setting	2.1 Communicate with other members of the dental team using dental terminology
	2.2 Receive, understand and document written and oral instructions using dental terminology
	2.3 Use and correctly interpret frequently used abbreviations and symbols in dentistry
	2.4 Refer to the Australian Schedule of Dental Services and Glossary for interpreting information used in dental assisting work.
3. Record personal, medical and dental details	3.1 Actively encourage patients to provide complete information without embarrassment or hesitation
	3.2 Make accurate, legible and legal records of the patient's personal, medical and dental information as directed by the operator
	3.3 Verify this information in accordance with operator requirements
	3.4 Maintain confidentiality of patient information

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
4. Select and prepare syringe safely for local anaesthesia	4.1 Select and prepare the correct syringe, cartridge and needle for local anaesthesia as directed by the operator 4.2 Check the expiry dates for the local anaesthetic cartridge prior to use 4.3 Transfer the unused local anaesthetic syringe to the operator in accordance with infection control guidelines for the transfer of sharps between health care workers 4.4 Disassemble syringe, cartridge and dispose of needle and cartridge appropriately
5. Assist the operator during oral health care procedures	5.1 Select and transfer to the operator the instruments, the equipment, materials and medicaments required for oral health care procedures 5.2 Assist the operator to maintain a clear field of vision 5.3 Clear the mouth of oral fluids and debris, and control moisture 5.4 Retract and protect the patient's soft tissues using instruments and materials appropriate to the procedure 5.5 Monitor the patient's well-being and take the necessary actions without delay to support the patient and the operator 5.6 Prepare the correct materials and medicaments using the correct technique and to the correct consistency and quantity required, and within the designated timelines as directed by the operator 5.7 Select additional instruments and materials as required without contaminating sterile stock 5.8 Dispose of waste materials appropriately during the cleaning and change-over using sustainable practices and organisation protocols

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
6. Maintain and store instruments, equipment materials and medicaments	6.1 Check that instrument sharpness conforms to operator specifications and advise of any deficiency 6.2 Maintain instruments and equipment in good working order 6.3 Store instruments, equipment, materials and medicaments correctly, according to manufacturers' instructions 6.4 Monitor storage requirements, shelf life and expiry dates of materials and medicaments 6.5 Report faults in equipment or instruments promptly to the operator 6.6 Ensure tracking and maintenance records are legible and accurate 6.7 Arrange for servicing of instruments and equipment in line with manufacturers' instructions

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

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

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Assessment Requirements for HLTDEN001 Prepare for and assist with oral health care procedures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum hours added. Removal of pre-requisites Supersedes HLTDA303D

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 the activities outlined in the performance criteria of this unit during a minimum period of 50 hours of dental assisting work in a simulated environment using scenarios based on general and specialised dentistry including endodontics and oral surgery
- performed the activities outlined in the performance criteria of this unit during a minimum period of 250 hours of dental assisting work in a dental clinic workplace
- prepared at least 3 patients in the dental clinic workplace for oral health care procedures at the chair-side including:
  - applying standard precautions
  - ensuring instruments used for invasive procedures are sterile at time of use
  - protecting materials, equipment and instruments from contamination until required for use
- provided chair-side support to the operator in the dental clinic workplace on at least 3 occasions during oral health care procedures for general dentistry and specialised dentistry including:
  - selecting and preparing instruments, equipment and materials as directed by the operator
  - dispensing and preparing materials and medicaments according to manufacturers' specifications and operator's request
- stored materials and medicaments in accordance with manufacturers' specifications and operator's requirements in the workplace.

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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:

- dental practice and organisation policy and procedures
- dental and medical records and charts including:
  - confidentiality of patient records
  - items that constitute a dental record
  - correct dental terminology and how it is used in hand written dental charting and computer software charting programs
  - the purpose and requirements for maintaining accurate records of examination, treatments, materials used and drugs and medicaments prescribed
  - the purpose of study casts and the materials used in their construction
  - the reasons for taking radiographs and photograph
- fundamental oral anatomy and physiology including:
  - deciduous and permanent dentition and dates of eruption
  - structure and functions of teeth and the periodontal tissues
  - structures of the oral cavity including salivary glands and saliva
  - tooth identification
- fundamental oral pathology including:
  - pathology of dental caries and periodontal disease
  - the main causes of dental caries and periodontal disease
  - the role of bacteria, diet and dental plaque
- fields of dentistry required to assist the operator to carry out procedures for the full range of general oral health care procedures
- normal growth and development of children and the promotion and maintenance of oral health and requirements of children with special needs
- effects of ageing upon the oral tissues and the special needs of elderly dental patients
- dental materials, their properties and correct storage
- fundamental dental pharmacology and anaesthesia including:
  - local anaesthetic techniques
  - local anaesthetic equipment and drugs
  - complications which may arise from the administration of local anaesthesia
- retracting soft tissues and moisture control:
  - methods of retracting and protecting soft tissue
  - methods for providing a clear field of vision
  - methods for controlling moisture

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- reasons why patients need to follow pre- and post-operative instructions, and the importance of this
- contributing factors to medical and dental emergencies that can occur, and the appropriate response
- aseptic techniques used in oral health care procedures
- additional precautions of maintaining clean surfaces and managing blood and body fluid spills.

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace or in a simulated environment as specified in the performance evidence.

The requirement in the performance evidence for a minimum of 50 hours in a simulated environment using scenarios must be undertaken before demonstration of skills in the workplace with members of the public.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - autoclaves
  - barrier protection materials
  - cleaning equipment
  - curing light
  - dental chair
  - dental unit (suctioning unit, water line, air turbine motors, operator light)
  - operator and assistant protective equipment
  - radiographs
  - waste disposal equipment
  - dental materials (medicaments and impression and restorative materials)
  - dental instruments (including endodontic, surgical and restorative) handpieces and burs
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions, including access to real people for simulations and scenarios in dental assisting work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

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Links

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HLTDEN002 Assist with dental radiography

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA304D

Application

This unit of competency describes the skills and knowledge required for a dental assistant to prepare patients for dental radiography. It also describes the skills and knowledge to process and mount conventional dental radiographs.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for dental radiography	1.1 Position the patient comfortably 1.2 Reassure the patient and explain the procedure in language that is easily understood 1.3 Ask the patient to remove items that may interfere with the radiographic examination, and offer appropriate explanation 1.4 Ensure patient, other members of the dental team and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	the public are protected from ionising radiations
	1.5 Assist the operator in the implementation of safe work practices to minimise radiation risks to workers and to patients during procedure
	1.6 Select and prepare the correct radiographic film or image receptors and relevant holders for the radiographic examination, and make it available to the operator
2. Prepare equipment and materials for dental radiography	2.1 Maintain clean and dry working surfaces
	2.2 Clean and maintain processing equipment in good working order
	2.3 Maintain processing solutions at the correct strength and temperature
	2.4 Record accurately the date of preparation of solutions
	2.5 Arrange for servicing of instruments and equipment in line with manufacturers' instructions and Radiation Health Committee national policies, codes and standards
	2.6 File equipment service records in a location within the surgery that can be readily accessed
	2.7 Prepare program to receive image, correctly orientate and label radiograph and enter patient data
3. Process and mount dental radiographs	3.1 Protect processing facility and equipment against accidental intrusion of light
	3.2 Wear personal protective equipment
	3.3 Handle radiographic film packages or image receptors carefully so that their quality is maintained
	3.4 Carry out processing stages in the correct sequence and for the appropriate duration in accordance with manufacturers' specifications
	3.5 Identify common faults caused by incorrect processing and notify operator if these occur
	3.6 Rectify processing faults in accordance with operator's instructions
	3.7 Notify the operator of any processing faults that

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	cannot be rectified prior to further radiographs being processed
	3.8 Label, date and file the radiograph mounting accurately and legibly
	3.9 Mount and secure radiographs in correct anatomical position for viewing
4. Maintain stock of unexposed radiographic film and chemicals	4.1 Store radiographic film, image receptors and chemicals in accordance with manufacturers' specifications
	4.2 Maintain sufficient stock
	4.3 Rotate film stock so that film is used before its expiry date
5. Assure the quality of dental radiographic processing	5.1 Participate effectively in radiographic quality assurance programs
	5.2 Monitor processing solutions for deterioration
	5.3 Notify the operator when radiographs do not meet the quality criteria of the reference radiograph produced under optimum conditions
	5.4 Collect and record all unacceptable radiographs that do not meet diagnostic standards due to processing error, and identify how processing can be improved
	5.5 Dispose of waste chemicals safely in accordance with manufacturers' specifications and legislative requirements
	5.6 Maintain and clean the imaging plate scanner according to organisation procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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

Unit Mapping Information

No Equivalent Unit

Links

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Assessment Requirements for HLTDEN002 Assist with dental radiography

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA304D

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 3 patients for dental radiographic imaging procedures
- consistently applied safe work practices for dental radiography work including:
  - using protective equipment to minimise the risk of ionising radiations to self and patient
  - correctly handling, storing and disposing of radiographic films and processing solutions receptors
- correctly processed, mounted and filed radiographic films and digital images on at least 3 occasions, including:
  - applying the correct processing procedure
  - implementing remedies for common processing faults
  - recognising common processing errors
  - handling digital receptors carefully
  - attaching accurate, legible and complete records

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 include knowledge of:

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- national and State/Territory legal and ethical requirements and considerations for dental assisting work and how these are applied in organisations and in individual practice including:
  - codes of practice and safety guides:
    - radiation protection in dentistry
    - safe use of radiation
  - duty of care
  - informed consent and statutory requirements of consent
  - practice standards – Dental Board of Australia guidelines on infection control
  - privacy, confidentiality and disclosure
  - radiation user licence
  - rights and responsibilities of workers, employers and patients
  - work role boundaries – responsibilities and limitations
  - work health and safety
- equipment and materials used for dental radiography and the correct procedures for use including:
  - equipment for automatic processing
  - equipment for manual processing
  - equipment for digital radiography
  - reasons for rotating film stock and using film before its expiry date
  - reasons for storing films away from ionising radiation
  - safe methods of storage and disposal of processing solutions
  - the nature and purpose of processing solutions
- production and biological effects of ionising radiation:
  - biological risks associated with X-rays
  - hazards associated with X-rays including the mechanisms by which X-rays cause damage to human tissues
  - nature and uses of X-rays
  - production of X-rays
- process for mounting films including:
  - fundamental knowledge of dental anatomy
  - methods of mounting radiographs
- process for processing films including:
  - procedures required for automatic film processing
  - procedures required for manual film processing
  - processing solutions and appropriate methods for their handling, preparation, replenishment, storage and safe disposal
  - reasons for light-tightness and use of safelights
  - requirements for clean working space and adequate ventilation
  - the automatic processing cycle
  - the stages of the manual processing cycle

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  - procedures required for digitally transferring images
- quality assurance of processing including:
  - criteria for determining whether a radiograph is of an acceptable quality
  - causes of common processing errors and the remedy for correction
- code of practice for radiation protection in dentistry including:
  - methods for monitoring the adequacy of radiation protection
  - procedures for minimising radiation risks to patients, self, the oral healthcare team and the public
  - the organisation's quality assurance policy for processing radiographs to consistent diagnostic quality
  - the purpose of quality assuring dental radiographs and its relationship to radiation protection
- role of radiographs in dentistry including:
  - benefits and risks of dental radiography
  - digital radiography, what it is, how it is used and its advantages and disadvantages over conventional film-based radiography
  - extraoral films and applications
  - intraoral film sizes and applications
  - use of radiographs in diagnosing and monitoring dental disease.

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - barrier protection equipment and/or materials
  - dental chair and unit
  - radiographic machine
  - operator and assistant protective equipment
  - radiographs and/or sensors
  - waste disposal equipment suitable for radiographic solutions and films
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

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HLTDEN003 Assist with administration in dental practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA306D

Application

This unit of competency describes the skills and knowledge required for a dental assistant to assist the operator by managing appointments to suit the patient and the organisation, recording and reconciling payments, and maintaining patient records.

This unit applies to dental assistants who assist with administration in dental practice.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Communicate effectively with patients and other persons	1.1 Greet patients and other visitors appropriately. 1.2 Make available an appropriate environment for the patient to complete medical, dental and financial details 1.3 Listen carefully and be sensitive to patient or carer's point of view 1.4 Provide information to patient or carer appropriately and completely, using language that can be easily understood 1.5 Ensure patient or carer understands information provided to them 1.6 Show empathy and respect for patient or carer by being polite and avoiding negative comments
2. Respond appropriately to enquiries from patients and visitors	2.1 Maintain personal dress and presentation 2.2 Operate communication equipment effectively 2.3 Respond to enquiries promptly, politely and ethically 2.4 Determine the purpose of an enquiry and the identity of the person and retrieve relevant records 2.5 Prioritise messages and record them legibly and accurately 2.6 Refer enquiries outside area of responsibility or knowledge to appropriate supervisor 2.7 Comply with organisation protocols for electronic communication with patients or carers 2.8 Maintain confidentiality of information relating to patients, staff and the dental practice or organisation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
3. Allocate appointments appropriate to patient and organisation requirements	3.1 Identify the patient's appointment requirements 3.2 Seek agreement on an appointment time that meets the patient's preferences and the organisation's requirements 3.3 Apply knowledge of the patient management system to record details accurately and legibly using standard dental notation in the organisation's appointment system 3.4 Provide a copy of appointment details to the patient 3.5 Monitor appointment schedules and notify patients and the oral health care team of any necessary changes within a suitable timeframe
4. Calculate and record basic financial transactions	4.1 Complete petty cash vouchers accurately and account for all monies 4.2 Calculate correct fees 4.3 Apply Goods and Services Tax (GST) where appropriate in line with identified requirements 4.4 Validate cheques and process credit or debit card payments 4.5 Check and record legibly and accurately payments received 4.6 Provide the patient with a receipt

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
5. Handle cash and record financial transactions	5.1 Balance accurately monies received against records of payment in accordance with organisation policies 5.2 Ensure cash is secured in an approved location 5.3 Respond to suspected breaches of security and take the appropriate action with minimum delay in accordance with organisation policies and procedures 5.4 Identify a record of bad debts and take appropriate action in accordance with organisation procedures 5.5 Follow organisation banking procedures correctly
6. Maintain patient records	6.1 Access and prepare the correct patient files and make notation of the appropriate fees and diagnostic records 6.2 Enter information legibly and accurately in accordance with organisation procedures 6.3 Store patient dental records correctly, securely and confidentially 6.4 Maintain up-to-date, accurate, legible and complete records of laboratory work

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
7. Assist with patient recalls	7.1 Apply knowledge of a patient recall system
	7.2 Mark patient records with the relevant recall date as appropriate and as directed by the operator
	7.3 Identify patients who are due for recall and notify them that an appointment is due
	7.4 Follow-up with courtesy those patients who do not respond to a recall appointment request

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Numeracy – in order to correctly calculate basic financial calculations, including addition, multiplication and calculation of percentages.

Other 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

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Assessment Requirements for HLTDEN003 Assist with administration in dental practice

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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 management of an appointment and recall system on 3 occasions including:
  - recording, labelling and filing forms
  - recording patient details and records
  - recording appointments
  - assessing the urgency of calls and prioritising appointments
  - responding to a range of requests for information
- recorded financial transactions in accordance with dental practice or organisation requirements including:
  - calculating fees
  - recording payments
- interacted effectively with at least 3 different patients from a range of different social and cultural backgrounds including:
  - showing empathy
  - dealing with conflict situations
  - asking for clarification from patient
  - using negotiation skills.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks 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:

- national and State/Territory legal and ethical requirements and considerations, for dental assisting work including:
  - codes of practice
  - discrimination
  - duty of care
  - informed consent and statutory requirements of consent
  - practice standards – Dental Board of Australia guidelines on infection control
  - privacy, confidentiality and disclosure for the recording and storage of patient records
  - records management and health privacy principles and their application to the collection of information by the dental practice or organisation
  - work role boundaries – responsibilities and limitations
  - work health and safety
- Dental Board of Australia guidelines on dental records
- procedures for taking and recording appointments, including:
  - confirming appointments
  - action that must be taken for broken or cancelled appointments
  - dentist's preferred work routine
  - particular needs that patients may have for the timing of appointments
  - relevant details that must be entered into the appointment system, and the written confirmation that must be provided to the patient
  - time constraints imposed by the dental laboratory
  - time requirements of different treatment procedures, and the effect this has on appointment scheduling
  - ways in which scheduling of appointments may cause problems for the practice, and possible methods for remedying this
- methods used by the dental practice or organisation to identify those patients who require either recall examination or follow-up treatment
- methods used for follow-up of patients who do not respond to recall
- fundamental dental terminology including:
  - abbreviations and symbols used when recording dental treatment
  - community periodontal index
  - notation systems in accordance with codes and guidelines such as the Federation Dentaire Internationale (FDI) and charting symbols for tooth surfaces, cavities and other dental problems
- processes for handling and recording financial transactions, including:
  - Health Industry Claims and Payments Service (HICAPS) electronic claims
  - issuing invoices

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- itemising patient accounts, using the coding system described in the Australian Schedule of Dental Services and Glossary wherever possible
- operating a petty cash system
- organisation policy on banking and secure handling of cash
- recording payments and issuing of receipts
- Department of Veteran's Affairs (DVA) health care program
- the different methods of payment, and the details that need to be recorded and checked for credit card, debit card and cheque payments.

Assessment Conditions

Skills must have been demonstrated in the dental clinic or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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

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HLTDEN004 Implement an individualised oral hygiene program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA407D

Application

This unit of competency describes the skills and knowledge required to implement an individualised oral hygiene program and promote oral health.

This unit applies to dental assistants and to other health care workers who are actively involved in promoting the general well-being of patients through promotion of healthy eating habits and good oral health.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1.Implement a prescribed oral health education program	1.1 Follow a prescribed oral health education program 1.2 Review patient's current oral hygiene routines 1.3 Provide information on the causes and prevention of oral diseases to patient or carer appropriately and completely using language that can be easily understood 1.4 Provide an appropriate environment for patient or

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	carer to ask questions and become involved in improving their oral health
	1.5 Actively encourage patient or carer to follow an effective individual oral health program
	1.6 Implement a review strategy to determine the effectiveness of the oral health education program
2. Demonstrate oral hygiene techniques to patient or carer	2.1 Demonstrate the presence of plaque to patient or carer using disclosing solution
	2.2 Demonstrate a variety of relevant oral hygiene techniques specific to patient needs
	2.3 Provide information about the advantages of different oral hygiene techniques and involve patient or carer in the decision-making process
	2.4 Assist patient or carer in implementing relevant oral hygiene techniques
	2.5 Demonstrate how to use appropriate aids specific to patient needs and necessary to achieve and maintain effective oral hygiene
	2.6 Evaluate patient or carer oral hygiene techniques and give further instruction when appropriate
	2.7 Provide information appropriately on the effectiveness and availability of fluoride as directed by the operator
3. Provide appropriate advice on cariogenic food and drinks	3.1 Involve patient or carer in a review of current dietary habits
	3.2 Develop and give patient or carer appropriate information on acids and fermentable carbohydrates in a manner they can understand
	3.3 Actively encourage patient or carer to ask questions or express views
4. Perform a saliva diagnostic test and record the results	4.1 Provide full details of the procedure to patient or carer

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	4.2 Provide specific instructions to patient or carer before the appointment where a saliva diagnostic test is planned
	4.3 Select and prepare appropriate materials for a saliva diagnostic test
	4.4 Perform a resting or unstimulated saliva test and record the result in accordance with manufacturers' instructions
	4.5 Perform a stimulated saliva test and record the result in accordance with manufacturers' instructions
5. Implement a prescribed prevention program to suit an individual patient	5.1 Provide information appropriately, and as directed by the operator, on lifestyle change to assist with diminished salivary flow
	5.2 Provide appropriate information on materials that can provide additional external protection to the teeth
	5.3 Explain methods to increase salivary stimulation as directed by the operator
	5.4 Assist the patient or carers to implement prescribed oral hygiene programs in response to saliva quality and composition

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

No Equivalent Unit

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Links

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Assessment Requirements for HLTDEN004 Implement an individualised oral hygiene program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA407D

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 complete and appropriate information to at least 10 different patients including:
  - providing information on the prevention of oral diseases
  - providing advice and demonstrating oral hygiene techniques
  - using learning and motivational skills to inform and motivate behaviour change.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks 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:

- fundamental oral anatomy including:
  - structures of the oral cavity, hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
  - dentition – arrangement of the teeth, naming and coding of teeth
- plaque and its differing roles in the development of dental caries and periodontal disease
- saliva and its role in maintenance of oral health including:
  - protecting teeth by neutralising acid
  - acting as a lubricant

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  - delivering calcium, phosphate and fluoride to the tooth surface
- understanding of the biochemical, pathological or pharmacological influences on diagnostic salivary testing and results
- factors that lead to the development of dental caries including:
  - bacteria in dental plaque
  - diet
  - susceptible tooth surfaces
  - socioeconomic background including dietary intake
  - mental health conditions and awareness of oral health issues
  - age of teeth
- factors that prevent and control dental caries:
  - increasing salivary flow and optimising its composition
  - fluorides
  - plaque control and removal
  - dietary change
  - oral health education
- factors that lead to the development of periodontal disease including:
  - bacteria in dental plaque
  - accumulation of plaque and calculus
  - smoking
  - medications
  - age of teeth
- factors that prevent and control periodontal disease including:
  - oral health education
  - plaque control
- - causes, and prevention, of non caries tooth wear:
  - erosion
  - abrasion
  - attrition
- role of properly constructed and fitted mouthguards in preventing dental injuries
- fundamental knowledge of the impact of smoking on oral soft tissues
- fundamental knowledge of systemic conditions which influence the development of oral disease
- local oral factors which influence the development of oral disease
- modifications to oral health education programs related to special needs due to disability, aged care and children’s needs
- oral appliances and their impact on oral hygiene maintenance
- legislative requirements related to the use of fluoride in dentistry.

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Assessment Conditions

Skills must have been demonstrated in a dental clinic workplace or in a simulated environment that reflects workplace conditions.

The following conditions must be met for this unit:

- use suitable facilities, equipment and resources including:
  - personal protective equipment
  - cleaning equipment
  - disposable and non-disposable instruments
  - Dental Board of Australia guidelines on infection control
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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

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HLTDEN005 Assist in oral health care procedures during general anaesthesia

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA408D

Application

This unit of competency describes the skills and knowledge required to assist the dentist or dental specialist in carrying out oral health care procedures on patients under general anaesthesia.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare patient for oral health care procedures under general anaesthesia	1.1 Confirm and document arrangements for an escort for patient following the procedure 1.2 Provide an appropriate environment for patient or carer to ask questions 1.3 Make accessible in the clean zone of the surgery the patient’s necessary charts and records

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. 1.4 Maintain confidentiality of patient information in accordance with organisation policy and procedures
2. Prepare for oral health care procedures under general anaesthesia	2.1 Perform surgical hand wash and use aseptic technique in applying personal protective equipment in preparation for procedures under general anaesthesia 2.2 Prepare the equipment, instruments materials and medicaments for the planned procedure 2.3 Ensure instruments for oral health care procedure are ready and usable at the suite or theatre 2.4 Follow suite or theatre organisation policy and procedures 2.5 Select and transfer safely and aseptically the correct dental instruments, equipment, materials and medicaments
3. Assist patient's discharge after undergoing oral health care procedures under general anaesthesia	3.1 Follow organisation policy and procedures while assisting in the provision of post-operative oral health care procedures 3.2 Ensure post-operative written instructions are communicated and provided by authorised person to patient or carer or escort 3.3 Assist in the authorised discharge of patient to the carer or escort

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.

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Unit Mapping Information

No Equivalent Unit

Links

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Assessment Requirements for HLTDEN005 Assist in oral health care procedures during general anaesthesia

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA408D

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 equipment and assisted the operator with oral health care procedures for 3 different patients under general anaesthesia, including:
  - assisting in aseptically handling and correctly positioning the equipment during the procedure
  - following procedures to ensure patient safety during general anaesthesia
  - correctly maintained and stored instruments, equipment, materials and medicaments
- supported the dental team in the discharge care of 1 patient recovering from an oral care procedure following general anaesthesia.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively to 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:

- national and State/Territory legal and ethical requirements and considerations for dental assisting work including:
  - codes of practice
  - discrimination
  - duty of care
  - informed consent and statutory requirements of consent

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  - practice standards – Dental Board of Australia guidelines on infection control
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- practitioners who are authorised to administer general anaesthesia to a patient, and the assessment process required before oral health procedure is carried out
- levels of consciousness
- equipment used to administer a general anaesthetic and equipment used in monitoring patient pre- and post-operatively
- risks associated with general anaesthesia including risks of:
  - chest infection
  - cross-infection from instruments and handpieces
  - deep venous thrombosis (DVT)
  - anaphylaxis – from a reaction to anaesthetic
  - lowered patient's body temperature – they may need extra blankets or warming devices to protect against hypothermia
  - compromised patient comfort – ensure pressure points on skin are monitored
- reasons for keeping accurate records of oral conditions and treatments
- reasons why patients need to follow pre- and post-operative instructions, and the importance of this
- medical emergencies and complications which may arise during and after general anaesthesia and appropriate medical responses and treatment to be given by the dental team.

Assessment Conditions

Skills must have been demonstrated in the dental workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

The requirement under performance evidence for the candidate to prepare equipment and assist the operator with oral health care procedures for 3 different patients under general anaesthesia must have been demonstrated using simulation prior to demonstration in the workplace and with members of the general public.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - sterile dental equipment and instruments
  - surgical personal protective equipment for aseptic technique procedures

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  - operating trolley
  - suctioning equipment
  - access to defibrillator
  - waste disposal equipment
  - Dental Board of Australia guidelines on infection control
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessment must involve demonstration of tasks under the direction of the dental practitioner.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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HLTDEN006 Assist in oral health care procedures during conscious sedation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA409D

Application

This unit of competency describes the skills and knowledge required to assist the dentist or dental specialist in carrying out oral health care procedures on patients under conscious sedation administered via intravenous, oral and inhalation routes.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare the patient for oral health care procedures during conscious sedation	1.1 Confirm and document arrangements for an escort for patient following the procedure 1.2 Provide an appropriate environment for the patient or carer to ask questions 1.3 Make accessible in the clean zone of the surgery the patient’s necessary charts and records

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.4 Maintain confidentiality of patient information in accordance with organisation policy and procedures
2. Select and prepare equipment, instruments, materials and medicaments applicable to the oral health care procedures during conscious sedation	2.1 Prepare the equipment, instruments materials and medicaments for the planned procedure
	2.2 Arrange instruments for oral health care procedure in order of use in accordance with operator requirements
	2.3 Give personal protective equipment to patient and members of the dental team
	2.4 Follow suite or theatre organisation policy and procedures
	2.5 Select and transfer safely the correct dental instruments, equipment, materials and medicaments
3. Assist a patient undergoing oral health care procedures during conscious sedation	3.1 Follow organisation policy and procedures while assisting in providing post-operative oral health care procedures
	3.2 Ensure post-operative written instructions are communicated and provided by authorised person to patient, carer or escort
	3.3. Assist in the authorised discharge of the patient to the carer or escort

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.

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Unit Mapping Information

No Equivalent Unit

Links

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Assessment Requirements for HLTDEN006 Assist in oral health care procedures during conscious sedation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA409D

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 equipment and assisted in handling and correctly positioning equipment for the operator during 3 different oral health care procedures carried out under conscious sedation (oral or intravenous or intramuscular or inhalation) including:
  - consistently applying safe work practices to ensure patient safety during conscious sedation
  - correctly maintaining and storing instruments, equipment, materials and medicaments
- supported the dental team in the discharge care of 1 patient recovering from an oral health care procedure following conscious sedation (oral or intravenous or intramuscular or inhalation).

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively to 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:

- national and State/Territory legal and ethical requirements and considerations for dental assisting work including:
  - codes of practice
  - discrimination
  - duty of care

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  - informed consent and statutory requirements of consent
  - practice standards – Dental Board of Australia guidelines on infection control
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- practitioners who are authorised to administer conscious sedation to a patient, and the assessment process required before oral health procedure is carried out
- levels of consciousness
- medications and drugs used in conscious sedation administered via the following routes:
  - intravenous
  - oral
  - inhalation
  - intramuscular injection
- medications used to anaesthetise the site for sedation via intravenous route
- risks associated with conscious sedation including:
  - potential for unintentional loss of consciousness
  - depression of protective reflexes, respirations and cardiovascular system
  - variations in response to drugs across the lifespan of individuals
  - drug interactions
- differing standards of equipment and staffing at the locations where procedures are performed
- equipment used to administer conscious sedation and equipment used in monitoring a patient pre- and post-oral health care procedures
- reasons for keeping accurate records of oral conditions, treatments and the administration of conscious sedation
- reasons why patients need to follow pre- and post-operative instructions, and the importance of this
- discharge instructions post-recovery and observation of patient into the care of a responsible person after authorisation from dental practitioner
- medical emergencies and complications that may arise during and after conscious sedation and appropriate medical response and treatment given by the dental team.

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - barrier protection materials
  - dental chair and unit

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  - access to defibrillator
  - suctioning and operator lighting
  - waste disposal equipment
  - Dental Board of Australia guidelines on infection control
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessment must involve demonstration of tasks under the direction of the dental practitioner.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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HLTDEN007 Apply the principles of radiation biology and protection in dental practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA410D

Application

This unit of competency describes the skills and knowledge required to minimise the risk of radiation to the patient, the operator and others during the exposure of a prescribed dental radiographic image. It also describes the quality assurance measures necessary to ensure all radiographs are of consistent diagnostic standard.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Apply the principles of radiation biology to protect patient, operator and others from ionising radiation	1.1 Implement safe work practices to minimise risks to operator, patient and others of immediate and long-term effects of radiation 1.2 Identify correctly the main components of the X-ray unit to assist the operator taking a dental radiograph 1.3 Identify correctly and select the exposure variables of dental X-ray generating equipment according to manufacturers' instructions and patient requirements 1.4 Apply the correct units of radiation dose
2. Determine image characteristics of a dental radiographic image to minimise the necessity for re-takes	2.1 Ensure visual qualities of the radiograph are of a diagnostic standard 2.2 Ensure geometric qualities of the radiograph are of a diagnostic standard
3. Minimise radiation by maintaining quality in processing	3.1 Identify the contents of the film package and determine the use of each item 3.2 Maintain quality assurance for processing dental radiographic images 3.3 Follow quality assurance processes for the use of radiographic chemicals in accordance with manufacturers' instructions 3.4 Maintain appropriate conditions for manual and automatic processing in accordance with manufacturers' specifications 3.5 Identify a range of processing errors and implement corrective measures to produce a diagnostic radiograph

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

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Unit Mapping Information

No Equivalent Unit

Links

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Assessment Requirements for HLTDEN007 Apply the principles of radiation biology and protection in dental practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA410D

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:

- applied safe work practices during preparation of 3 patients for dental radiographic imaging procedures.
- demonstrated quality assurance to the production of 3 radiographs to consistent diagnostic standard, and applied techniques to minimise technical inaccuracies and errors.

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:

- national and State/Territory legal and ethical requirements and considerations for dental assisting work and how these are applied in organisations/in individual practice including:
  - codes of practice and safety guide:
    - radiation protection in dentistry
    - safe use of radiation
  - duty of care
  - informed consent and statutory requirements of consent
  - practice standards – Dental Board of Australia guidelines on infection control
  - privacy, confidentiality and disclosure

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  - radiation user licence
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- the production, properties and interactions of X-rays including:
  - a basic knowledge of the interactions between atoms and X-rays
  - the sequence of events that result in the production of X-rays
  - hazards associated with X-rays including the mechanisms by which X-rays cause damage to human tissues
- biological effects and risks associated with X-rays including:
  - units of radiation measurement
  - immediate or acute effects
  - long term or cumulative effects
- radiographic appearance of anatomic landmarks, normal dentition and associated bony structures
- reasons for processing and technique inaccuracies and methods to minimise errors

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

The requirement in the performance evidence to have applied safe work practices during preparation of 3 patients for dental radiographic imaging procedures must have been demonstrated using simulation prior to demonstration in the workplace and with members of the general public.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - barrier protection equipment/materials for patient, operator and assistant
  - dental chair and unit
  - radiographs and/or sensors
  - waste disposal equipment
  - Dental Board of Australia guidelines on infection control
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessment must involve demonstration of tasks under the direction of the dental practitioner.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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

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HLTDEN008 Prepare to expose a prescribed dental radiographic image

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA411D

Application

This unit of competency describes the skills and knowledge required to interpret a prescribed request for a dental radiographic image. It also includes the preparation of the patient for dental radiography and the selection of equipment requirements.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Interpret the request for the prescribed dental radiographic image	1.1 Interpret the request accurately using appropriate dental terminology 1.2 Assess the request for sufficient information to produce the radiographic image and obtain additional information when insufficient 1.3 Select and use appropriate exposure variables in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. accordance with manufacturers' instructions and patient requirements
2. Refer to previous dental radiographic imaging	2.1 Review previous dental radiographic images for technical quality 2.2 Clarify technical quality of previous radiographic images using additional information or advice from dental practitioner
3. Assess and determine the procedure prior to exposing a dental radiographic image	3.1 Determine the patient's ability to comply with instructions 3.2 Review modifications to the standard procedure with the operator prior to implementation 3.3 Obtain additional information and advice from the dental practitioner before proceeding with the procedure 3.4 Explain the procedure and necessary requirements clearly to the patient before commencement 3.5 Prepare patient prior to producing a dental radiographic image 3.6 Confirm patient identity and match to the request 3.7 Obtain consent from the patient or carer
4. Select and prepare dental radiographic imaging equipment and accessories appropriate to the procedure	4.1 Select appropriate dental radiographic imaging equipment for the procedure and identify patient requirements 4.2 Select and use correctly appropriate accessories for dental radiographic imaging 4.3 Select appropriate technical variables of the dental radiographic imaging equipment

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Foundation Skills

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to perform*ance.

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

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Assessment Requirements for HLTDEN008 Prepare to expose a prescribed dental radiographic image

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA411D

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:

- correctly interpreted 3 different dental radiographic requests and prepared for procedure including:
  - checking patient's identify and consent
  - selecting a range of radiographic imaging equipment using appropriate technical variables for the requested radiographic procedure
  - using procedures to minimise the risk of radiation to the patient, the operator and others.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks 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:

- features, characteristics and movements of a range of dental radiographic equipment associated with intraoral and extraoral units
- national and State/Territory legal and ethical requirements and considerations for dental assisting work and how these are applied in organisations and in individual practice including:
  - codes of practice and safety guides:
    - radiation protection in dentistry

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    - safe use of radiation
  - duty of care
  - informed consent and statutory requirements of consent
  - practice standards – dental guidelines on infection control
  - privacy, confidentiality and disclosure
  - radiation user licence
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- radiographic appearance of anatomic landmarks, normal dentition and associated bony structures for dental radiograph images
- radiographic appearance of dental anomalies and common oral pathological conditions
- range of dental radiographic imaging techniques and the reasons for selection of each technique
- reasons for processing and technique inaccuracies and methods to minimise errors.

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - barrier protection materials
  - dental chair and unit
  - X-ray machine and digital X-ray machine
  - operator and assistant protective equipment
  - radiographs and/or sensors
  - waste disposal equipment
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessment must involve demonstration of tasks under verbal or written prescription from a dental practitioner.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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HLTDEN009 Produce a prescribed dental radiographic image

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA412D

Application

This unit of competency describes the skills and knowledge required to operate dental radiographic equipment and position the patient correctly to produce an intraoral and extraoral diagnostic radiographic image.

Where work relates to extraoral radiography this includes orthopantomogram and may include lateral cephalograms (for orthodontic radiographic work-ups) and excludes cone beam radiography.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Position patient to obtain radiograph	1.1 Implement and maintain radiation safety measures for the patient, operator and others throughout the procedure 1.2 Correctly position patient according to the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	radiographic detector unit used
	1.3 Ensure that communication with patient can be maintained after positioning
2. Position dental radiographic detector	2.1 Select the appropriate exposure variables for either an intraoral or extraoral image on the dental radiographic unit according to manufacturers' instructions, procedure and patient requirements
	2.2 Select the appropriate radiographic technique for either an intraoral or extraoral image prescribed by dental practitioner for the oral structure under investigation
	2.3 Position correctly the appropriate film or film plate or sensor and setting for the prescribed request and patient's requirements
	2.4 Select and use locating devices or guides to apply the appropriate horizontal and vertical planes for the radiograph
	2.5 Use accessories when appropriate according to manufacturers' instructions
3. Operate radiographic imaging equipment safely to produce intraoral image	3.1 Operate intraoral radiographic equipment according to manufacturers' instructions and legislative requirements for the safe use of radiation
	3.2 Ensure the patient remains visible throughout the procedure to observe positioning and safety precautions and expose the X-ray
	3.4 Remove the exposed intraoral dental radiographic detector package carefully from the mouth
	3.5 Separate the packaging and barrier sleeve when required from the detector and label image correctly prior to processing

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
4. Operate radiographic imaging equipment safely to produce an extraoral radiograph	4.1 Operate extraoral radiographic equipment according to manufacturers' instructions and legislative requirements for the safe use of radiation
	4.2 Ensure the patient remains visible throughout the procedure to observe positioning and safety precautions, and expose the X-ray
	4.3 Undertake, for wet processing only, removal of the exposed extraoral image from the radiographic unit
	4.4 Ensure digital radiograph is downloaded correctly
	4.5 Label the radiograph with all necessary details for patient identification and time of procedure
5. Process and provide quality assurance for the exposed dental radiograph	5.1 View or process the radiograph correctly
	5.2 Assess visual qualities of the radiograph and refer to dental practitioner
	5.3 Identify and correct processing errors or artefacts
	5.4 Identify and critique errors in imaging technique to optimise exposure times for each individual patient
	5.5 Mount and store radiographs correctly

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

No Equivalent Unit

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Links

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Assessment Requirements for HLTDEN009 Produce a prescribed dental radiographic image

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA412D

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:

• produced 30 acceptable dental radiographic images in a simulated environment including:
  - applying safe work practices for dental radiography work including:
    - following standard and additional precautions
    - operating a radiographic unit correctly
    - safely using radiation in dentistry
• produced and critiqued 20 acceptable dental intraoral radiographic images taken on a minimum of 10 different people demonstrating skills in periapical (PA) and bitewings (BW)
• produced and critiqued 10 acceptable dental extraoral radiographic images taken on a minimum of 10 different people.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks 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:

• national and State/Territory legal and ethical requirements and considerations for dental assisting work relevant to radiography, and how these are applied in organisations and in individual practice including:

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  - codes of practice and safety guides:
    - radiation protection in dentistry
    - safe use of radiation
  - duty of care
  - informed consent and statutory requirements of consent
  - practice standards – Dental Board of Australia guidelines on infection control
  - privacy, confidentiality and disclosure
  - radiation user licence
  - records management
  - rights and responsibilities of workers, employers and patients
  - work role boundaries – responsibilities and limitations
  - work health and safety
- dental radiographic imaging techniques and the reasons for selection of each technique
- features, characteristics and range of movements of dental radiographic equipment associated with intraoral and extraoral radiographic images
- radiographic appearance of anatomic landmarks, normal dentition and associated bony structures for intraoral and extra-oral radiographs
- radiographic appearance of dental anomalies and common oral pathological conditions
- sources for processing and technique inaccuracies and methods to minimise errors
- requirements for personal wearable radiation monitoring devices that measures radiation exposure levels including:
  - its significance
  - where on the body the device is to be worn
  - when and where they are required to be worn
  - when they need replacing
- safety requirements of wet film processing
- procedures for labelling and storage of radiographic images in accordance with organisation policies.

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations has not been provided in the workplace.

The requirement in the performance evidence to produce 30 acceptable dental radiographic images in a simulated environment must have been demonstrated using simulation before demonstration in the workplace or with members of the general public.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:

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  - barrier protection materials
  - dental chair and unit
  - radiographic equipment suitable for taking intraoral and extra-oral radiographs
  - operator, patient and assistant protective equipment
  - processing equipment
  - radiographs and/or sensors
  - waste disposal equipment
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessment must involve demonstration of tasks under verbal or written prescription from a dental practitioner.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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

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HLTDEN010 Implement an oral hygiene program for older people

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA413B

Application

This unit of competency describes the skills and knowledge required to promote oral health for older people.

This unit applies to dental assistants and to other health care workers who are actively involved in promoting the general well-being of older patients through the promotion of healthy eating habits and good oral health.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess the oral health needs of an older person	1.1 Check medical and dental history with patient or family or carer to confirm up-to-date information 1.2 Actively encourage the patient to discuss oral health problems without embarrassment 1.3 Identify oral health problems for older people and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	their relationship to general health problems
	1.4 Identify individualised factors that increase the risk of oral disease for older persons
	1.5 Look in the patient's mouth while cleaning or assisting with oral care
	1.6 Identify patients with natural teeth, those who wear dentures and those who are non-denture wearers
	1.7 Identify problems that require referral to a dentist
2. Provide support for the maintenance of oral hygiene for older persons	2.1 Ensure flexibility of oral hygiene instruction taking into consideration a patient's individual circumstances
	2.2 Demonstrate an understanding of the economic and psychological factors that may affect the oral health of older people
	2.3 Provide an appropriate environment for oral hygiene instruction
	2.4 Develop and give oral hygiene information to patients and carers using language and in a manner they can understand.
3. Implement practical solutions to promote oral health	3.1 Explain actively to patients and carers the importance of regular dental care to maintain quality of life
	3.2 Recommend lifestyle changes to assist the older person's diminished salivary flow in consultation with dental practitioner
	3.3 Provide appropriate information to patients and carers for healthy food habits that support oral health
	3.4 Actively encourage patients or carers to clean teeth or dentures after meals
	3.5 Engage carers with appropriate oral health care promotion programs and resources
4. Maintain oral health of people in residential aged care	4.1 Ensure all removable dentures are visibly marked with the patient's identification

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. 4.2 Record oral health in the patient's personal care plan 4.3 Implement individual oral health programs in consultation with dental professional 4.4 Assist patients with special needs to clean their teeth 4.5 Assist patients or their carers to clean and maintain dentures

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

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

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Assessment Requirements for HLTDEN010 Implement an oral hygiene program for older people

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA413B

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:

- provided complete and appropriate information to 3 different older people and/or their carers including:
  - information regarding the prevention of oral diseases
  - advice and demonstration of oral hygiene techniques
- selected and prepared special aids for oral hygiene to assist 3 patients with limited dexterity
- implemented 3 prevention programs to suit individual patient’s oral health care needs.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks 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:

- national and State/Territory legal and ethical requirements and considerations for dental assisting work including:
  - codes of practice
  - discrimination
  - duty of care
  - informed consent and statutory requirements of consent

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  - practice standards – Dental Board of Australia guidelines on infection control
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- fundamental oral anatomy including:
  - structures of the oral cavity, hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
  - dentition, arrangement of the teeth, naming and coding of teeth
- plaque and its differing roles in the development of dental caries and periodontal disease
- saliva and its role in the maintenance of oral health including:
  - protecting teeth by neutralising acid
  - acting as a lubricant
  - delivering calcium, phosphate and fluoride to the tooth surface
- factors that lead to the development of dental caries including:
  - bacteria in dental plaque
  - diet
  - susceptible tooth surfaces
  - socioeconomic background including dietary intake
  - mental health conditions and awareness of oral health issues
  - age of teeth
- factors that prevent and control dental caries:
  - increasing salivary flow and optimising its composition
  - fluorides
  - plaque control and removal
  - dietary change
  - oral health education
- factors that lead to the development of periodontal disease including:
  - bacteria in dental plaque
  - accumulation of plaque and calculus
  - smoking
  - medications
  - age of teeth
- factors that prevent and control periodontal disease including:
  - oral health education
  - plaque control
- causes and prevention of non-caries tooth wear including:
  - erosion
  - abrasion

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  - attrition
- the impact of smoking on oral soft tissues
- systemic conditions and their pharmacology treatments that influence the development of oral disease
- modification to standard toothbrushes and other aids for oral hygiene to meet the needs of patients with reduced dexterity
- modifications to oral health education programs related to special needs due to disability, older age and dementia.

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- us of suitable facilities, equipment and resources including:
  - personal protective equipment
  - cleaning equipment
  - disposable and non-disposable instruments
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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

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HLTDEN011 Implement an oral health promotion program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Supersedes HLTDA414B

Application

This unit of competency describes the skills and knowledge required to provide an oral health promotion program.

This unit applies to dental assistants and to other health care workers who are actively involved in promoting general well-being through the promotion of healthy eating habits and good oral health.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Deliver an oral health promotion program	1.1 Identify the target group and appropriate teaching and learning styles to effectively communicate an oral health promotion program 1.2 Prioritise the oral health issues for the target group and the potential for effective interventions 1.3 Prepare oral health promotion materials suitable for use across age groups

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.4 Ensure flexibility of delivery of oral health promotion taking into account the target group's location, economic and physical circumstances, language, culture and communication needs
	1.5 Actively involve community groups in health decision-making and in setting oral health promotion priorities
	1.6 Implement a review strategy to determine the effectiveness of the oral health promotion program
2. Develop oral health promotion strategies for a target group	2.1 Provide information on the causes of oral diseases to an identified target group appropriately and completely using language that can be easily understood
	2.2 Provide information on the prevention of oral diseases appropriately and completely using language that can be easily understood
	2.3 Develop and give appropriate information on acids and fermentable carbohydrates in a manner that can be easily understood
	2.4 Involve the target group in a review of current dietary habits and the development of an approach to healthy eating which improves general and oral health
	2.5 Provide information appropriately on a dentally healthy lifestyle and behavioural change
	2.6 Provide an appropriate environment for the target group to ask questions and become involved in oral health
3. Integrate oral health promotion with targeted National Health Priorities	3.1 Work collaboratively with other health care workers in a culturally sensitive and competent manner to address risk factors that oral diseases have in common with other diseases
	3.2 Personalise the delivery of health information so that it is immediately relevant to the individual and clarifies the consequences of behaviour

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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

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

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Assessment Requirements for HLTDEN011 Implement an oral health promotion program

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Supersedes HLTDA414B

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 1 oral health program for a specific target group within the community, including:
  - identifying the target group and key concerns
  - developing specific promotion strategies and resources to reach the target group
  - integrating promotion with targeted National Health Priorities
- facilitated discussion with 10 people on oral health care including:
  - causes and prevention of oral diseases
  - dietary habits and the impact of healthy eating on oral health
  - behavioural change for improved oral health.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks 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:

- fundamental oral anatomy:
  - structures of the oral cavity, hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
  - dentition, arrangement of the teeth, naming and coding of teeth

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- nutritional requirements for children, adolescents, adults and the elderly, including National Health and Medical Research Council (NHMRC) dietary guidelines
- national, State/Territory or local oral health promotion programs or strategies
- approaches to health promotion delivery and appropriate resources to specific target groups
- plaque and its differing roles in the development of dental caries and periodontal disease
- saliva and its role in the maintenance of oral health including:
  - protecting teeth by neutralising acid
  - acting as a lubricant
  - delivering calcium, phosphate and fluoride to the tooth surface
- factors that lead to the development of dental caries including:
  - bacteria in dental plaque
  - diet
  - susceptible tooth surfaces
- factors that prevent and control dental caries including:
  - increasing salivary flow and optimising its composition
  - fluorides
  - plaque control and removal
  - dietary change
- factors that lead to the development of periodontal disease including:
  - bacteria in dental plaque
  - accumulation of plaque and calculus
  - smoking
- factors that prevent and control periodontal disease including:
  - patient education
  - plaque control
- systemic conditions which influence the development of oral disease
- local oral factors that influence the development of oral disease including modifications to oral health education programs related to special needs due to disability, older age and childhood
- causes and prevention of non caries tooth wear including:
  - erosion
  - abrasion
  - attrition
- the role of properly constructed and fitted mouthguards in preventing dental injuries
- the impact of smoking on oral soft tissues

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Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work

Links

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

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HLTDEN012 Take an impression for study models

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA415B

Application

This unit of competency describes the skills and knowledge required to take an accurate impression of the teeth and their supporting structures for the construction of study models as prescribed by the dental practitioner.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess the patient	1.1 Confirm patient's medical history 1.2 Provide full details of the procedure to the patient or carer 1.3 Obtain and document consent following ethical and legal requirements 1.4 Select the equipment and instruments for the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	impression
	1.5 Prepare personal protective equipment for the patient and members of the dental team
2. Select appropriate impression tray	2.1 Check the position of the dental chair and patient for the procedure
	2.2 Check the tray for size and modify the impression tray to ensure accuracy and comfort
	2.3 Instruct patient on participation during the procedure
3. Prepare impression material	3.1 Select impression material in accordance with desired outcome
	3.2 Mix the impression material to the correct consistency and quantity required according to manufacturers' instructions
4. Perform impression-taking procedure	4.1 Implement standard precautions during impression-taking
	4.2 Use syringe to remove saliva from the occlusal surfaces
	4.3 Load tray with an appropriate amount of impression material and seat the tray from the back using gentle pressure
	4.4 Ensure the impression extends to and surrounds dental hard tissue structures
	4.5 Ensure the impression has adequate extension into the buccal sulcus and vestibule
	4.6 Carry out muscle trimming after seating the impression
	4.7 Monitor and reassure the patient throughout the procedure
	4.8 Remove the impression when set
	4.9 Examine the patient's mouth for injury and impression material debris following removal of the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. impression 4.10 Restore the patient's comfort and appearance
5. Assess the impression	5.1 Assess the quality of the impression for the required study model 5.2 Identify common impression-taking problems 5.3 Document details of the procedure in accordance with standard procedures and relevant guidelines
6. Decontaminate the impression	6.1 Implement standard precautions during impression-taking 6.2 Rinse the impression or denture in cold running tap water to remove all traces of saliva and blood 6.3 Clean the impression in an appropriate solution 6.4 Rinse the impression until all visible contamination is removed 6.5 Identify and correctly label impression and record procedure

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

No Equivalent Unit

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Links

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Assessment Requirements for HLTDEN012 Take an impression for study models

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA415B

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 10 impression procedures for study models ensuring patient safety.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks 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:

- national and State/Territory legal and ethical requirements and considerations for dental assisting work including:
  - codes of practice
  - discrimination
  - duty of care
  - informed consent and statutory requirements of consent
  - practice standards – dental guidelines on infection control
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- fundamental oral anatomy:
  - dentition, arrangement of the teeth, naming and coding of teeth

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  - structures of the oral cavity, hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
- principles and practices which underpin interpersonal communication
- principles of quality assurance and work effectiveness
- rationale and objectives for the taking of impressions for study models
- impression materials suitable for creating impressions for study models
- appropriate responses to patient's reactions during impression taking procedure.

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - dental chair and unit
  - impression material and equipment
  - syringe suitable for saliva removal
  - materials and mixing equipment
  - operator and assistant personal protective equipment
  - waste disposal equipment
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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

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HLTDEN013 Allocate treatment appointments according to priority

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA416C

Application

This unit of competency describes the skills and knowledge required for a dental assistant to provide an effective and efficient triaging service for patients seeking emergency dental care.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Obtain and record patient data	1.1 Actively encourage patients to provide complete information without embarrassment or hesitation 1.2 Record relevant information accurately and legibly 1.3 Assist patients or carers to complete data forms as required 1.4 Check accuracy of information with the patient or

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. carer 1.5 Collate charts and records for operator 1.6 Maintain patient confidentiality
2. Establish priority level of care	2.1 Advise operator or an appropriate person immediately if a patient may be at risk 2.2 Identify patients who should be given priority 2.3 Advance the level of priority for patients who require immediate attention in a dental emergency
3. Communicate options available to patients or carers	3.1 Assist with managing patient expectations regarding waiting times for emergency care 3.2 Manage questions in relation to the emergency visit 3.3 Provide guidance to patients who are not in pain and present for non-urgent treatment 3.4 Facilitate alternative non-urgent dental services

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

No Equivalent Unit

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Links

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Assessment Requirements for HLTDEN013 Allocate treatment appointments according to priority

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA416C

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 3 patient appointments according to priority including:
  - establishing priority level of care for each patient and advancing priority if required
  - managing patients expectations regarding waiting times for both emergency and non-emergency care
- recognised and responded to 1 simulated dental emergency.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks 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:

- medical complications relevant to the dental triage role including:
  - diabetes
  - compromised airway
  - septicaemia
- dental complications relevant to the dental triage role including:
  - dental and or maxillofacial trauma including avulsed teeth
  - serious dental infections requiring urgent attention
  - significant dental haemorrhage

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  - systemic progression of dental problems such as compromised airway
- medical problems that may complicate dental management including:
  - patients requiring antibiotic cover
  - patients requiring steroid cover
  - patients who are pregnant
  - patients with significant learning or physical disabilities that may affect their ability to wait for treatment
- the special requirements of children with toothache
- oral anatomy and physiology including fundamental knowledge of:
  - teeth and periodontal tissues
  - structures of the oral cavity
  - tooth identification
- dental and medical records and charts including:
  - correct dental terminology
  - items that constitute a dental record
  - notation systems including FDI and charting symbols for tooth surfaces, cavities and other dental problems in accordance with codes and guidelines
  - confidentiality of patient records
- effects of ageing upon the oral tissues and the special needs of the older dental patient.

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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

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HLTDEN014 Take a clinical photograph

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA417B

Application

This unit of competency describes the skills and knowledge required to take a clinical dental photograph under conditions that can be reproduced.

This unit applies to dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare patient and interpret the request for photography	1.1 Make accessible in the clean zone of the surgery the patient's necessary charts and records 1.2 Interpret request and provide full details of the procedure to the patient or carer 1.3 Obtain and document consent following ethical and legal requirements 1.4 Prepare accessories for intraoral photography

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.5 Prepare personal protective equipment for the patient and members of the dental team
2. Prepare to take the photograph	2.1 Compose the image so that the most important aspects are in the centre of the photograph
	2.2 Orientate the image so that subsequent photos are reproducible
	2.3 Locate the image source to be photographed appropriately in the depth of field so that the photograph is in complete focus
	2.4 Check the viewfinder to ensure there are no obstructions to the image
3. Take required intraoral views using a standardised approach	3.1 Position the patient so that conditions for photography are reproducible
	3.2 Stand in a stable position for standard intraoral views that are reproducible for all photographs
	3.3 Select the magnification ratio according to the desired frame and focus
	3.4 Frame the image and ensure positioning of retractors and mirrors is correct
	3.5 Use appropriate lighting so that the image is not overexposed
4. Take a portrait and profile photograph	4.1 Explain the purpose of the photograph to the patient
	4.2 Choose the background colour and texture so that a full assessment of the profile can be made
	4.3 Follow guidelines to position the camera and the patient to ensure reproducible results
	4.4 Use a vertical format to completely fill the frame
	4.5 Take standard dental portrait views that ensure images can be reproduced
	4.6 Upload photograph from camera card and store in patient files

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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

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

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Assessment Requirements for HLTDEN014 Take a clinical photograph

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDA417B

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:

- taken 50 clinical dental photographs, including intraoral and extraoral images
- stored the resulting image data appropriately.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks 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:

- national and State/Territory legal and ethical requirements and considerations for dental assisting work including:
  - codes of practice
  - discrimination
  - duty of care
  - informed consent and statutory requirements of consent
  - practice standards – dental guidelines on infection control
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety

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- fundamental oral anatomy:
  - dentition, arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity, hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth, form and function
- fundamentals of photography, including:
  - basic knowledge of camera systems appropriate for dental photography
  - ability to reproduce photographic conditions
  - appropriate reproduction ratio
  - reduction of image contents either through an appropriate scale or through selective focusing
- rationale and objectives for taking clinical photographs under conditions that can be reproduced including the need for:
  - basic views to record a patient's clinical condition during the initial patient visit
  - communication of information to the patient, and between dentists, doctors and laboratories
  - documentation of processes and stages of treatment
  - documentation of the state and changes to the teeth and mucous membranes of the mouth
  - illustration for teaching and research
  - quality control of treatment outcomes
- procedures and actions for dental emergencies

Assessment Conditions

Skills must have been demonstrated in the dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - digital camera and accessories
  - image storage card
  - access to patient records and data systems to record procedure and store images
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios in dental assisting work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Links

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HLTDEP001 Identify, select and prepare instruments, equipment and materials

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours. Supersedes HLTDP601D

Application

This unit of competency describes the skills and knowledge required to identify, select and prepare appropriate instruments, equipment, materials and medicaments for specific removable dental prosthetic procedures.

This unit applies to work in dental prosthetics.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare the clinic for the removable dental prosthetic treatment of patients	1.1 Make accessible in the clean zone of the surgery the patient's required laboratory work, necessary charts and records 1.2 Give personal protective equipment to the patient and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	members of the dental team
	1.3 Ensure emergency procedures are in place and ready for use according to organisation policy and procedures
2. Identify and select instruments and equipment for a range of removable dental prosthetic procedures	2.1 Implement infection prevention and control techniques
	2.2 Select the correct equipment, instruments and materials for the planned prosthetic procedure
	2.3 Arrange instruments in order of use for a range of prosthetic procedures
3. Prepare instruments and equipment for the range of removable dental prosthetic procedures	3.1 Prepare instruments and equipment according to manufacturers' instructions
	3.2 Maintain and store instruments and equipment according to manufacturers' instructions and in accordance with infection control guidelines
4. Prepare materials according to manufacturers' instructions for the range of removable dental prosthetic procedures	4.1 Prepare the correct materials and medicaments using the correct techniques, to the correct consistency and quantity required, and within the designated timelines
	4.2 Monitor storage requirements and shelf life of materials and medicaments
	4.3 Check materials for integrity prior to use
	4.4 Monitor expiry dates of materials and medicaments and re-order materials correctly
	4.5 Store materials and medicaments according to manufacturers' instructions
	4.6 Confine materials to clean zone of surgery to minimise contamination by aerosols and splatter
	4.7 Follow workplace health and safety policies and procedures when preparing materials

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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

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

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Assessment Requirements for HLTDEP001 Identify, select and prepare instruments, equipment and materials

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP601D

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 the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a clinical dental workplace environment
- prepared the clinic for at least 4 different dental prosthetic procedures including:
  - locating each patient’s required laboratory work and necessary charts and records
  - selecting and preparing instruments and equipment as required for specific procedures
  - preparing relevant materials and medicaments for treatment
  - maintaining and storing equipment correctly and in good working order
- consistently applied standard and additional precautions during preparation for 4 different prosthetic procedures including:
  - using personal protective equipment
  - using clean and sterile techniques where appropriate
  - maintaining and storing equipment correctly and in good working order.

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:

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- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation, and organisation policies relating to dental laboratory work including:
  - personal hygiene practices especially washing and drying hands before and after patient contact
  - appropriate reprocessing and storage of reusable instruments
  - aseptic technique
  - safe handling and disposal of sharps and other clinical waste
  - surface cleaning and management of blood and body fluid spills
  - techniques to limit contamination
  - decontamination of completed laboratory work
  - personal protective equipment and their use according to the National Safety and Quality Health Service (NSQHS) Standards
  - dental practice or organisation policy and procedures, including registration standards and guidelines
  - factors influencing medical and dental emergencies and the appropriate response.

Assessment Conditions

Skills must have been demonstrated in the dental workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDEP002 Gather data, conduct dental prosthetic examination and develop treatment plan

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP602D

Application

This unit of competency describes the skills and knowledge required to obtain accurate, complete and legal records of the patient's personal, medical and dental information in order to develop a treatment plan prior to removable dental prosthetic treatment.

This unit applies to work in dental prosthetics.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Obtain a complete patient history	1.1 Obtain accurate, complete and legal records of the patient's personal, medical and dental history 1.2 Check accuracy of information with the patient or where appropriate with their carer or guardian 1.3 Verify information with appropriate practitioner,

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. where required by relevant guidelines or legislation
2. Consult medical history of patient	2.1 Consult and use appropriate medical history in determining requirements for removable dental prosthetic treatment 2.2 Consult patient, carer or guardian about medical history to ensure it is accurate and current
3. Obtain and record patient data	3.1 Record relevant information legibly, accurately and completely 3.2 Assist patient, carer or guardian to complete data forms as required 3.3 Obtain and document consent following ethical and legal requirements 3.4 Obtain patient, carer or guardian's signature to signify accuracy of the statement 3.5 Maintain patient confidentiality
4. Assess oral status for removable dental prosthetic procedures	4.1 Assess intra-oral status accurately in accordance with relevant guidelines and legislation 4.2 Modify examination procedures according to the specific needs of the patient 4.3 Where necessary, identify the need to refer patient for examination by a dentist
5. Develop a removable dental prosthetic treatment plan	5.1 Interpret and evaluate the results of removable dental prosthetic examination 5.2 Consider the patient's medical, medication and dental history when developing a treatment plan 5.3 Make prosthetic assessment in accordance with organisation procedures 5.4 Consult dentist or doctor where appropriate and in accordance with legislative guidelines

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. 5.5 Refer patient to dentist or doctor where appropriate 5.6 Observe centric and eccentric mandibular movements
6. Obtain patient, carer or guardian consent	6.1 Involve the patient, carer or guardian in discussions about their treatment using language that is understandable to them 6.2 Provide full details about removable dental prosthetic treatment and alternative options and the risks and benefits of the treatment 6.3 Allow sufficient time to discuss treatment options with patient, carer or guardian 6.4 Help patients understand the effects of treatment or no treatment, and to clarify their preferences 6.5 Ensure flexibility of patient services that consider the patient's special needs 6.6 Obtain and document consent following ethical and legal requirements

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

No Equivalent Unit

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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

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Assessment Requirements for HLTDEP002 Gather data, conduct dental prosthetic examination and develop treatment plan

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP602D

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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a clinical dental workplace environment
- followed procedures to ensure patient safety during examinations
- performed an intra-oral and an extra-oral examination on at least 4 patients
- communicated effectively, interactively, respectfully and reflectively with patients in a manner that takes into account factors such as their age, intellectual development and social and cultural background
- explained the treatment plan and the limitations of treatment for 4 patients using language that is easily understood by the patient
- maintained legible and accurate maintenance records for 4 different patients.

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

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- Australian/New Zealand Standards, workplace health and safety (WHS) policies, current Dental Board of Australia infection control guidelines, Commonwealth and State/Territory legislation requirements, and organisation policies and procedures relating to dental laboratory work
- relevance of medical conditions and medications that can impact on oral health or make the provision of dental treatment unsafe national and State/Territory legal and ethical requirements and considerations for dental assisting work including:
  - codes of practice
  - discrimination
  - duty of care
  - informed consent and statutory requirements of consent
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- oral pathology, including:
  - benign lesions of bone
  - dental caries and periodontal disease
  - infectious diseases including bacterial, fungal and viral infections
  - inflammation
  - oral cancer
  - pathology of dental caries and periodontal disease
  - physical injuries to soft tissue including burns and ulceration
  - reactive connective tissue including hyperplasia
  - regeneration and repair
  - signs and symptoms of infectious diseases that affect the oral cavity including oral fungal and bacterial infections
  - the causes of dental caries and periodontal disease
  - the role of bacteria, diet and dental plaque
- considerations when using dental and medical records and charts including:
  - confidentiality of patient records
  - notation systems and charting symbols for tooth surfaces, cavities and other dental problems in accordance with codes and guidelines
  - items that constitute a dental record
  - knowledge of correct dental terminology and how it is used in dental charting
  - the purpose and requirements for maintaining accurate records of examination, treatments, materials used and drugs and medicaments prescribed
  - the reasons for taking radiographs and photograph
- components of intra-oral and extra-oral examination
- retracting soft tissues and moisture control:
  - methods of retracting and protecting soft tissue

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  - methods for providing a clear field of vision
  - methods for controlling moisture
- normal variance of structure and function of dental prosthetic devices
- procedures and rationale for referral
- specific considerations when dealing with patients who are elderly or aged, including:
  - fundamental knowledge of systemic disease including angina, congestive heart failure, stroke, Parkinson's disease, diabetes, osteoporosis, arthritis, nutritional deficiencies
  - fundamental knowledge of the relationship between nutrition and the efficiency of the dentition
  - psychological changes
  - xerostomia produced by certain medications and its adverse effects on denture retention and comfort
- cultural issues which may affect dental examinations and treatment.

Assessment Conditions

Skills must have been demonstrated in the dental workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - dental and medical records and charts
  - personal protective equipment
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios of prosthetic procedures.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDEP003 Take impressions

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP603C

Application

This unit of competency describes the skills and knowledge required to take a range of impressions for patients who are dentate or edentulous.

This unit applies to work in dental prosthetics.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess the patient	1.1 Confirm the patient's medical history
	1.2 Provide full details of the procedure to the patient or where appropriate to their carer
	1.3 Obtain and document consent following ethical and legal requirements
	1.4 Select the equipment and instruments for the impression

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.5 Prepare personal protective equipment for the patient and members of the dental team
	1.6 Adjust the dental clinic set-up to accommodate the patient's needs
2. Select impression tray and modify if required	2.1 Select an appropriate impression tray for the technique and the patient
	2.2 Modify the impression tray where necessary to ensure comfort and accuracy
3. Select and prepare impression materials	3.1 Select impression materials in accordance with desired outcome
	3.2 Consider the patient's comfort and the indications for use of particular materials
	3.3 Prepare the correct materials and medicaments using the correct technique, to the correct consistency and quantity required
	3.4 Modify materials where indicated
4. Perform impression taking procedure	4.1 Position and prepare the patient for the procedure
	4.2 Instruct the patient on participation during the procedure
	4.3 Place impression tray and mixed material in the patient's mouth
	4.4 Carry out muscle trimming
	4.5 Monitor and reassure the patient throughout the procedure and provide first aid support if required
	4.6 Remove the impression when set
	4.7 Examine the patient's mouth for injury and impression material debris following removal of the impression
	4.8 Restore the patient's comfort and appearance
	4.9 Document details of the procedure in accordance with organisation policies and procedures and relevant

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. guidelines 4.10 Assess the quality of the impression for the required prosthetic appliance

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

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

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Assessment Requirements for HLTDEP003 Take impressions

Modification History

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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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a clinical dental workplace environment
- prepared 4 different patients for impression procedures ensuring patient safety, including:
  - patients who are partially dentate
  - patients who are fully edentulous
- taken at least 1 impression for each of the following types of procedures, which may include using of stock and custom trays:
  - relining or rebasing
  - complete dentures
  - partial dentures
  - removable flexible mouthguard used for sporting activities immediate dentures
  - additions or repairs to existing denture.

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- the effects of disability, medical conditions and medications on the impression taking procedure

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- physical and chemical properties of dental impression materials
- principles of quality assurance and work effectiveness
- rationale and objectives for the taking of impressions
- rationale, criteria for selection and use of dental impression materials
- ethical principles and legal responsibilities involved in the provision of dental care
- dental practice or organisation policy and procedures, including registration standards and guidelines.

Assessment Conditions

Skills must have been demonstrated in the dental workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - gas burner
  - custom made impression tray
  - examination mirrors
  - existing dentures
  - mixing bowl and/or mixing pad
  - spatula
  - stock impression tray
  - storage container for transportation
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios of prosthetic procedures.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDEP004 Establish and record jaw relationships and select artificial teeth

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP604D

Application

This unit of competency describes the skills and knowledge required to create and outline the form of dentures, record jaw relationships and select artificial teeth for dentate and edentulous patients.

This unit applies to work in dental prosthetics.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare patient for procedure	1.1 Interpret and clarify referred work order if from unfamiliar source 1.2 Provide full details of the procedure to the patient or carer and confirm consent to follow treatment plan 1.3 Prepare personal protective equipment for the patient

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. and members of the dental team
2. Select technique, equipment and materials for recordings	2.1 Select technique, equipment and materials that are appropriate for the procedure 2.2 Prepare and use equipment and materials in accordance with manufacturers' instructions
3. Record jaw relationships and occlusion	3.1 Position the patient comfortably for the procedure 3.2 Instruct the patient on participation during the procedure 3.3 Ensure stability and comfort of registration rims 3.4 Observe centric and eccentric mandibular movements 3.5 Determine and record functional measurements and dimensions 3.6 Consider referral if jaw relationship cannot be determined 3.7 Check recordings by observation and repetition. 3.8 Maintain integrity of the recording during extra-oral transfer 3.9 Ensure the patient's wellbeing before they leave dental workplace
4. Select appropriate artificial teeth	4.1 Ensure adequacy of natural and artificial light for selection of colour and shade 4.2 Consult patient regarding aesthetic and functional requirements 4.3 Consider properties and composition of artificial teeth in relation to wear and aesthetics 4.4 Examine manufacturers' mould and shade guides 4.5 Select artificial teeth that are appropriate in shade, size and shape

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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

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

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Assessment Requirements for HLTDEP004 Establish and record jaw relationships and select artificial teeth

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP604D

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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a clinical dental workplace environment
- followed procedures to ensure patient safety during procedures
- customised the form of the registration rims prior to recording the jaw relationships and occlusions for at least 4 different patients including:
  - 2 complete maxillary and mandibular dentures
  - and any 4 dentures of the following, 2 of which must be partial dentures:
    - complete maxillary or mandibular denture opposing partial maxillary or mandibular denture
    - opposing partial maxillary and mandibular dentures
    - partial maxillary or mandibular denture opposing natural dentition
- established and recorded jaw relationships and occlusion for 4 different patients
- selected appropriate shade and mould for artificial teeth for 4 different patients.

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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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- techniques for establishing and recording jaw relationships and occlusion
- rationale and objectives for establishing and recording of jaw relationships and occlusion
- legal and ethical issues relating to: informed consent, duty of care, confidentiality, disability awareness
- factors which influence selection of tooth shades such as skin tone, age, hair colour, natural teeth, light
- dental practice or organisation policy and procedures, including registration standards and guidelines.

Assessment Conditions

Skills must have been demonstrated in the dental workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - dental clinic
  - de-identified dental and medical records and charts
  - personal protective equipment
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios of prosthetic procedures.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDEP005 Evaluate a removable dental prosthesis at try-in stage

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP605D

Application

This unit of competency describes the skills and knowledge required to evaluate and modify the try-in fitting of a removable dental prosthesis prior to its completion for dentate or edentulous patients.

This unit applies to work in dental prosthetics.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare patient for procedure	1.1 Interpret and clarify referred work order if from unfamiliar source 1.2 Prepare personal protective equipment for the patient and members of the dental team 1.3 Position patient correctly for procedure

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.4 Provide full details of the procedure to the patient or carer and confirm consent to follow treatment plan
	1.5 Prepare equipment and materials in accordance with manufacturers' instructions
2. Perform check of try-in prosthesis prior to insertion	2.1 Decontaminate the try-in prosthesis according to infection control guidelines
	2.2 Remove potential injury-causing areas of the prosthesis prior to insertion
	2.3 Check teeth and other components to ensure they will not dislodge during the procedure
3. Fit and evaluate try-in prosthesis	3.1 Position the patient comfortably for the procedure
	3.2 Instruct patient on participation during the procedure
	3.3 Examine the try-in prosthesis for retention and stability
	3.4 Examine the occlusal relationships of the try-in prosthesis for accuracy of centric relation
	3.5 Assess the aesthetic appearance of teeth and gums
	3.6 Assess that speech has not been affected
	3.7 Assess patient comfort
	3.8 Complete documentation as required
4. Alter try-in prosthesis	4.1 Make changes to the prosthesis in accordance with the evaluation at the try-in stage
	4.2 Repeat the evaluation of the try-in prosthesis
	4.3 Ensure functional and aesthetic acceptability of the dentures to the operator
	4.4 Ensure functional and aesthetic acceptability of the dentures to the patient
	4.5 Provide patient with full details for the next stage
	4.6 Complete documentation as required

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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

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

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Assessment Requirements for HLTDEP005 Evaluate a removable dental prosthesis at try-in stage

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP605D

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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a clinical dental workplace environment
- prepared at least 4 patients for dental prosthesis try-in
- followed procedures to ensure 4 patient's safety during try-in
- assessed functional and aesthetic acceptability of 4 trial sets of dentures, including:
  - 2 complete maxillary and mandibular dentures
  - and any 4 dentures of the following, 2 of which must be partial dentures:
    - complete maxillary or mandibular denture opposing partial maxillary or mandibular denture
    - opposing partial maxillary and mandibular dentures
    - partial maxillary or mandibular denture opposing natural dentition.

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- rationale and objectives for try-ins

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- functional and aesthetic acceptability of dentures, for both operators and patients
- ethical principles and legal responsibilities involved in the provision of dental care
- dental practice or organisation policy and procedures, including registration standards and guidelines.
-

Assessment Conditions

Skills must have been demonstrated in the dental workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - dental clinic
  - de-identified dental and medical records and charts
  - personal protective equipment
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios of prosthetic procedures.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDEP006 Insert and issue a completed removable dental prosthesis

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP606D

Application

This unit of competency describes the skills and knowledge required to insert, alter and issue a completed removable dental prosthesis for dentate and edentulous patients.

This unit applies to work in dental prosthetics.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare patient for procedure	1.1 Prepare personal protective equipment for the patient and members of the dental team 1.2 Position patient correctly for procedure 1.3 Provide full details of the procedure to the patient or carer and confirm consent to follow treatment plan 1.4 Prepare equipment and materials in accordance with

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. manufacturers' instructions
2. Check the removable dental prosthesis prior to insertion	2.1 Decontaminate the completed removable dental prosthesis according to infection control guidelines 2.2 Remove potential injury-causing areas of the prosthesis prior to insertion 2.3Interpret advice from laboratory on fitting procedures and potential problems
3. Fit and evaluate the prosthesis	3.1 Position the patient comfortably for the procedure 3.2 Instruct the patient on participation during the procedure 3.3 Examine the prosthesis for retention and stability 3.4 Check the fitting surfaces of the appliance and ensure there are no sharp ridges or acrylic pearls 3.5 Place denture in the mouth and assess that no over-extensions occur along the periphery of the dentures 3.6 Confirm that the occlusal relationships are acceptable 3.7 Assess aesthetics of removable dental prosthesis 3.8 Assess phonetics of removable dental prosthesis 3.9 Assess patient comfort of removable dental prosthesis
4. Alter prosthesis	4.1 Use materials and equipment required to carry out alterations in accordance with manufacturers' instructions 4.2 Alter the fitting surface when pressure is indicated or when discrepancies to retention and stability are found 4.3 Adjust occlusion of the prosthesis using occlusal indicator materials where required 4.4 Complete documentation
5. Evaluate procedure and instruct the patient	5.1 Discuss hygiene and maintenance instructions for the removable dental prosthesis and supporting structures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. with the patient or carer 5.2 Provide advice on necessary follow up treatment to patient or carer 5.3 Reach mutual agreement that all outcomes of the treatment have been fulfilled

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

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

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Assessment Requirements for HLTDEP006 Insert and issue a completed removable dental prosthesis

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP606D

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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a clinical dental workplace environment
- followed procedures to ensure the safety of 4 patients during preparation, insertion and removal of completed prosthesis
- assessed the functional and aesthetic acceptability for at least 4 patients including:
  - 2 complete maxillary and mandibular dentures
  - and any 4 dentures of the following, 2 of which must be partial dentures:
    - complete maxillary or mandibular denture opposing partial maxillary or mandibular denture
    - opposing partial maxillary and mandibular dentures
    - partial maxillary or mandibular denture opposing natural dentition
- assessed the functional and aesthetic acceptability for at least 1 patient for one of the following:
  - relines or rebases
  - repairs and/or additions to existing dentures.

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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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation, and organisation policies relating to dental prosthetics work
- rationale and objectives for insertion of completed prostheses
- how to use equipment and materials required to adjust and evaluate the fitting of removable dental prosthesis including aesthetics, phonics and comfort
- ethical principles and legal responsibilities involved in the provision of dental care
- dental practice or organisation policy and procedures, including registration standards and guidelines.

Assessment Conditions

Skills must have been demonstrated in the dental workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including:
  - dental clinic
  - de-identified dental and medical records and charts for scenarios
  - personal protective equipment
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios of prosthetic procedures.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDEP007 Perform maintenance treatment for patient with removable dental prostheses

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP607D

Application

This unit of competency describes the skills and knowledge required to adjust and maintain new and existing dental prostheses for dentate and edentulous patients.

This unit applies to work in dental prosthetics.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Examine oral cavity and prosthesis to determine treatment need	1.1 Review the patient's medical history 1.2 Decontaminate the removable dental prosthesis according to infection control guidelines 1.3 Assess the patient's adaptation to the prosthesis 1.4 Determine the procedure that will give desired outcome for the patient and the operator 1.5 Involve the patient or carer in discussions about the procedures, and assist patients to clarify their preferences 1.6 Refer patient to other professionals if necessary
2. Prepare for the procedure	2.1 Provide full details to the patient or carer about options and potential risks and benefits 2.2 Obtain and document consent following ethical and legal requirements 2.3 Select appropriate materials and equipment for the procedure
3. Perform procedure	3.1 Position the patient comfortably for the procedure 3.2 Explain participation required from the patient during the procedure using language that is easily understood 3.3 Carry out procedure in accordance with the treatment plan 3.4 Use equipment for the procedure correctly and in accordance with relevant guidelines 3.5 Prepare materials in accordance with manufacturers' instructions 3.6 Complete documentation as required

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
4. Evaluate procedure and instruct patient	4.1 Discuss oral hygiene and maintenance instructions of the removable dental prosthesis with the patient or carer 4.2 Provide clear advice on follow up treatment required to patient or carer 4.3 Reach mutual agreement that all outcomes of the treatment have been fulfilled

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

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

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Assessment Requirements for HLTDEP007 Perform maintenance treatment for patient with removable dental prostheses

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP607D

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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a clinical dental workplace environment
- prepared 4 patients for adjustment and maintenance of a range of new and existing dental prostheses
- followed procedures to ensure 4 patient's safety during adjustment and maintenance
- assessed the functional and aesthetic acceptability of at least 4 different completed prostheses.

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- conditions of the oral cavity related to ill-fitting removable dentures requiring treatment
- information for patients on available options for treatment of issues arising from ill-fitting removable dentures
- ethical principles and legal responsibilities involved in the provision of dental care
- dental practice or organisation policy and procedures, including registration standards and guidelines.

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Assessment Conditions

Skills must have been demonstrated in the dental workplace.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDEP008 Construct and insert an implant retained overdenture

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP608C

Application

This unit of competency describes the skills and knowledge required to construct and place an aesthetic, and functional implant retained overdenture.

This unit applies to work in dental prosthetics where the dental prosthetist must enter into a structured professional relationship with a dentist as defined by the Dental Board of Australia before providing such treatment.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan treatment	1.1 Ensure a structured professional relationship with a dentist is established 1.2 Obtain accurate, complete and legal records of the patient’s personal, medical and dental history

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.3 Provide details of the procedure to the patient or carer and obtain and document consent following ethical and legal requirements
	1.4 Make accessible in the clean zone of the surgery the patient's required laboratory work and necessary charts and records
	1.5 Ensure emergency procedures are in place and ready for use according to relevant guidelines
2. Take a primary impression	2.1 Select correctly the equipment, instruments and materials for the primary impression
	2.2 Apply standard precautions to take primary impressions of the maxilla and/or mandible using an impression material in stock edentulous trays
	2.3 Pour impression material in dental stone and trim for custom tray fabrication
3. Prepare to take a final impression	3.1 Fabricate a custom tray with sufficient spacing over impression copings
	3.2 Attach static (non-screw) retained impression copings to the abutments
	3.3 Attach impression copings to the abutments
	3.4 Try-in the custom tray in the mouth and check for comfort and path of insertion with sufficient space between tray and impression coping
4. Take the final impression	4.1 Paint the custom tray with an appropriate adhesive for the impression material to be used
	4.2 Mix the selected impression material according to the manufacturer's instructions and load material into custom tray
	4.3 Seat the impression tray over the impression copings
5. Pour master and/or working models and fabricate occlusal	5.1 Seat replica analogues into impression copings

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
rims	5.2 Pour master and/or working models
	5.3 Fabricate customised occlusal rims
6. Record jaw relationships and occlusion	6.1 Position the patient comfortably for the procedure
	6.2 Instruct the patient on participation during the procedure
	6.3 Ensure stability and comfort of registration rims
	6.4 Observe centric and eccentric mandibular movements
	6.5 Determine and record functional measurements and dimensions
	6.6 Consider referral if jaw relationship cannot be determined
	6.7 Check recordings by observation and repetition
	6.8 Maintain integrity of the recording during extra-oral transfer
	6.9 Ensure the patient's wellbeing before they leave dental workplace
7. Select appropriate artificial teeth	7.1 Ensure adequacy of natural and artificial light for selection of colour and shade
	7.2 Consult patient regarding aesthetic and functional requirements
	7.3 Consider properties and composition of artificial teeth in relation to wear and aesthetics
	7.4 Examine manufacturer's mould and shade guides
	7.5 Select artificial teeth that are appropriate in shade, size and shape
8. Fit and evaluate try-in prosthesis	8.1 Position the patient comfortably for the procedure
	8.2 Instruct the patient on participation during the procedure
	8.3 Examine the try-in prosthesis for retention and stability
	8.4 Examine the occlusal relationships of the try-in prosthesis for accuracy of centric relation
	8.5 Assess the aesthetic appearance of teeth and gums

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	8.6 Assess that speech has not been affected
	8.7 Assess patient comfort
	8.8 Complete documentation as required
9. Process, evaluate and insert the completed overdenture	9.1 Position the patient comfortably for the procedure
	9.2 Instruct the patient on participation during the procedure
	9.3 Examine the prosthesis for retention and stability
	9.4 Check the fitting surfaces of the appliance and ensure there are no sharp ridges or acrylic pearls
	9.5 Place denture in the mouth and assess that no over-extensions occur along the periphery of the dentures
	9.6 Seat denture onto overdenture abutments
	9.7 Confirm the occlusal relationships are acceptable
	9.8 Assess aesthetics of removable dental prosthesis
	9.9 Assess phonetics of removable dental prosthesis
	9.10 Assess patient comfort of removable dental prosthesis.
	9.11 Provide instructions on the insertion and removal, hygiene and ongoing maintenance of the prosthesis and abutments
	9.12 Ensure the dentist in the structured professional relationship is informed of completed final prosthesis

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.

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Unit Mapping Information

No Equivalent Unit

Links

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Assessment Requirements for HLTDEP008 Construct and insert an implant retained overdenture

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites. 240 work placement hours Supersedes HLTDP608C

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 the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a clinical dental workplace environment
- prepared 2 patients for insertion of an implant retained overdenture
- followed procedures to ensure patient safety during try-in and insertion
- constructed 2 functional and aesthetic implant retained overdentures.

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental prosthetics work
- dental practice or organisation policy and procedures, including registration standards and guidelines
- advantages of an implant retained overdenture to the patient including:
  - better aesthetics especially when resorption has decreased the size of the alveolar process in the maxilla

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  - fewer implants, abutments and prosthetic components
  - less component stress and breakage
  - lower treatment costs compared to fixed prosthetics
  - simplified construction technique
- the specific skills and techniques that are required when processing implant overdentures for a successful outcome
- disadvantages of implant retained overdentures including the wear of attachments with repeated removal and seating of the overdentures
- properties of dental materials used for construction
- implant attachment options for overdentures
- importance for patients to follow pre and post-procedural instructions, including:
  - removal of the overdenture
  - use of a standard soft toothbrush to brush abutments
  - use of dental floss to clean under the bar and around each abutment cylinder
  - use of an interdental brush to clean the under surface of the denture and the overdenture framework
  - instructions on the insertion and removal, hygiene and ongoing maintenance of the prosthesis and abutments.

Assessment Conditions

Skills must have been demonstrated in the dental 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:
  - dental clinic/laboratory
  - de-identified dental and medical records and charts for scenarios
  - personal protective equipment
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios of prosthetic procedures.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET001 Construct models

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT301D

Application

This unit of competency describes the skills and knowledge required to construct models from impressions of the patient's maxillary or mandibular jaws.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Verify integrity of impressions	1.1 Apply standard precautions when receiving, handling and working on dental materials
	1.2 Decontaminate impressions according to infection control guidelines
	1.3 Examine impressions for defects
	1.4 Check impressions to ensure they meet the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. specifications of the work order 1.5 Handle impressions with care to avoid damage or distortion 1.6 Ensure accompanying models are intact with no defects or adjustments required 1.7 Prepare a range of impressions for pouring
2. Select and prepare model materials	2.1 Select appropriate model materials 2.2 Ensure all equipment used for mixing materials is clean 2.3 Prepare model materials in accordance with desired outcomes 2.4 Maintain and store model materials in accordance with manufacturers' instructions
3. Pour impressions	3.1 Pour model materials into impressions in accordance with accepted techniques 3.2 Allow required setting time
4. Finish model	4.1 Separate intact model from the impression. 4.2 Inspect the model for defects 4.3 Trim the model in accordance with requirements 4.4 Duplicate the master model to create a working model where required by work order

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

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of competency.

Unit Mapping Information

No Equivalent Unit

Links

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Assessment Requirements for HLTDET001 Construct models

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT301D

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 standard precautions and safe work practices to prepare models, using a range of materials specifically prepared against written instructions and manufacturers' instructions, for at least 4 different types of impressions (must be a combination of maxillary and mandibular arches):
  - dentate
  - partially dentate
  - edentulous
- critically evaluated the 4 different types of models produced to meet technical laboratory and clinician requirements.

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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth legislation and State/Territory legislation, and organisation policies relating to dental laboratory work
- requirements and organisation policies relating to dental laboratory work including:

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  - use of standard precautions to minimise risk
  - use of personal protective equipment (PPE) including disposable gloves, laboratory coat and eye protection
  - decontamination of impressions
  - minimising hazardous manual tasks
  - requirements for storage of model material
  - safe disposal of packaging materials
- fundamental oral anatomy, including:
  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
- properties of elastic impression materials including:
  - alginate impression material
  - polyether impression material
  - polysulphide impression material
  - polyvinyl siloxane impression material
- properties of rigid impression materials including:
  - impression compound
  - zinc oxide-eugenol impression pastes
- desirable properties of model materials including:
  - accurate reproduction of all details of the impression
  - colour contrast with other materials used on them
  - ease of manipulation
  - sufficient strength and hardness
  - suitability for use with all types of impression materials
- significance of study models for:
  - dentate and partially dentate mouths
  - edentulous mouths.

Assessment Conditions

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

  - use of suitable facilities, equipment and resources including
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - impression materials

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- laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
- PPE
- simulation models on which to construct impression models
- WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET002 Construct custom impression trays

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT302D

Application

This unit of competency describes the skills and knowledge required to construct special trays to accurately record oral tissues.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare model	1.1 Read and interpret the work order 1.2 Block out undesirable undercuts 1.3 Design the custom tray for the patient's dentition and the intended impression material and technique 1.4 Apply spacer material when required
2. Select and prepare	2.1 Select custom tray materials in accordance with the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
materials	work order
	2.2 Prepare equipment for processing
	2.3 Provide appropriate mixing vessels and templates when required
3. Construct custom impression tray	3.1 Apply appropriate separating medium in accordance with manufacturer's instructions
	3.2 Mix or manipulate materials in accordance with the manufacturers' instructions
	3.3 Adapt tray material to the model to the pre-determined peripheral outline
	3.4 Construct handle and attach according to operator requirements
	3.5 Process custom tray using the correct method for the correct material
	3.6 Separate the tray from the model in a manner that prevents damage and remove spacer material
	3.7 Trim the outline of the tray to shape
4. Finish custom impression tray	4.1 Smooth and refine the peripheries, handle and other surfaces of the tray
	4.2 Decontaminate the custom impression tray according to infection control guidelines
	4.3 Dry the custom tray and place in a sealed container for dispatch

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.

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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

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Assessment Requirements for HLTDET002 Construct custom impression trays

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT302D

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:

- read and correctly interpreted 4 work orders
- used standard precautions and safe work practices to fabricate custom trays, using a range of materials, for 4 different dentitions with desirable properties and design features including one each of the following (must be a combination of maxillary and mandibular arches):
  - full dention
  - edentulous
  - partial dentition including
    - bounded saddle
    - free end saddle
- critically evaluated the 4 custom impression trays produced to meet technical laboratory and clinician requirements.

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:

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- Australian/New Zealand Standards, workplace health and safety (WHS) policies, current Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation requirements and organisation policies relating to dental laboratory work
- Fundamental oral anatomy including:
  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
- properties of custom tray materials including:
  - acrylic resins
  - light-cured composite
- rationale for using space filling materials
- desirable properties and design features of custom impression trays including:
  - a design that holds the impression material in the correct position in the mouth
  - a design that supports the lips and cheeks so that the functional depth and shape of the sulcus is recorded
  - a design that allows for positioning of the handle to avoid the lip during impression taking
  - rigidity, strength, dimensional stability and smoothness
  - spacing to permit the correct thickness of the impression material to be used.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

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HLTDET003 Construct registration rims

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT303D

Application

This unit of competency describes the skills and knowledge required to design and manufacture registration rims for removable prostheses.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Select and prepare materials	1.1 Read and interpret the work order 1.2 Select appropriate material for the base 1.3 Select appropriate material for the rim 1.4 Prepare model to enable appropriate application of selected base material

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
2. Construct base	2.1 Apply selected base material to model
	2.2 Process base material according to type of material selected
	2.3 Trim base material to peripheral contours of model and appropriate landmarks
3. Construct registration rim	3.1 Construct rim to industry standard in selected material
	3.2 Trim rim to prescribed dimensions and appropriate landmarks
	3.3 Smooth and polish rim according to material chosen
	3.4 Decontaminate the registration rim according to infection control guidelines
	3.5 Dry the registration rim and place in a sealed container for dispatch

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

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

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Assessment Requirements for HLTDET003 Construct registration rims

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT303D

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:

- read and correctly interpreted 4 work orders
- used standard precautions and safe work practices to fabricate maxillary and mandibular registration rims using a range of flexible and rigid base and rim material for the following dentitions (4 rims in total):
  - partial with a combination of bounded and unbounded saddle areas
  - edentulous
- critically evaluated the 4 registration rims produced to meet technical laboratory and clinician requirements.

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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - dentition – arrangement of the teeth, naming and coding of teeth

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  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
- properties of materials used to construct registration rims, including rigid and flexible bases.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
  - materials for construction of rims
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET004 Articulate models and transfer records

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT304D

Application

This unit of competency describes the skills and knowledge required to transfer oral records and mount models on an articulator.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Select and prepare the articulator	1.1 Apply standard precautions when receiving, handling and working on dental materials 1.2 Decontaminate occlusal registration rims according to infection control guidelines 1.3 Confirm requirements of work order 1.4 Select and adjust articulator in accordance with work order

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.5 Ensure all adjustable settings of the articulator are set to their neutral or zero settings
	1.6 Identify the mounting method to be used
2. Select and prepare materials	2.1 Position models and oral records in articulator for a range of prosthetic appliances
	2.2 Prepare mounting materials and apply to models
	2.3 Establish and secure centric records
	2.4 Remove excess material and smooth to produce a neat finish
	2.5 Clean equipment
3. Transfer oral records to articulator	3.1 Transpose records as provided
	3.2 Record midline
	3.3 Set and record vertical height
	3.4 Set the condylar angles to the work order given

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

No Equivalent Unit

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Assessment Requirements for HLTDET004 Articulate models and transfer records

Modification History

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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 standard precautions and safe work practices to mount at least one of each of the following types of articulators with attached registrations rims:
  - planeline articulator
  - adjustable articulator with face/ear bow
- critically evaluated both types of articulations produced to meet technical laboratory and clinician requirements.

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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - structures of the oral cavity such as hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
  - dentition – arrangement of the teeth, naming and coding of teeth

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- articulation procedures
- mechanical devices:
  - articulators
  - face-bows
- recording techniques and devices
- relevant material science for carrying out procedures.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET005 Construct thermoformed bases and appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT315D

Application

This unit of competency describes the skills and knowledge required to construct thermoformed bases and appliances such as mouthguards, bleaching trays and orthodontic retainers.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare model	1.1 Interpret work order 1.2 Mark outline and scribe finishing lines where applicable 1.3 Apply block-out material as required
2. Thermo-form appliance or base from blank	2.1 Select thermo-forming material in accordance with the work order and appliance to be constructed

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	2.2 Select thermo-forming equipment according to material
	2.3 Apply heat to material to ensure that blank has been uniformly softened
	2.4 Adapt softened material to model ensuring adaptation is uniform with constant thickness as specified by manufacturer's instructions
	2.5 Allow material to cool
	2.6 Verify adaptation
3. Trim, shape and finish appliances or bases	3.1 Remove thermo-formed blank
	3.2 Trim to outline and fit to model
	3.3 Refine outline
	3.4 Smooth and finish appliance or base

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

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

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Assessment Requirements for HLTDET005 Construct thermoformed bases and appliances

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT315D

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:

- read and correctly interpreted work orders and constructed the following 3 appliances:
  - mouthguard
  - bleaching tray
  - splint
- used standard precautions and safe work practices to trim, polish and finish 2 thermo-formed appliances suitable for insertion in the mouth
- critically evaluated the 2 different types of thermo-formed appliances produced to meet technical laboratory and clinician requirements.

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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - articulation and occlusion
  - dentition – arrangement of the teeth, naming and coding of teeth

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  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
- polymer science
- relevant material science for carrying out procedures
- thermoforming technology.

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - access to work orders
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET006 Construct immediate dentures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT507C

Application

This unit of competency describes the skills and knowledge required to construct complete and partial immediate replacement dentures and surgical templates.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Arrange artificial teeth for try-in	1.1 Select artificial teeth in accordance with work order 1.2 Arrange artificial teeth in current edentulous area in accordance with work order
2. Arrange artificial teeth and construct surgical template for finish	2.1 Remove model teeth individually and prepare the ridge in accordance with work order 2.2 Arrange artificial teeth in sequence as each model

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	tooth is removed
	2.3 Adjust existing artificial teeth if necessary when commencing removal of model teeth
	2.4 Contour wax surfaces
	2.5 Invest/key and boil out
	2.6 Finalise the ridge shape
	2.7 Duplicate and pour model
	2.8 Construct surgical template
3. Process immediate dentures	3.1 Trim and polish immediate dentures
	3.2 Process surgical template
	3.3 Trim and polish surgical template
	3.4 Decontaminate the denture and surgical template according to infection control guidelines
	3.5 Place denture and surgical template in a suitable container that will keep moist in accordance with infection control guidelines

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

No Equivalent Unit

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Links

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Assessment Requirements for HLTDET006 Construct immediate dentures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT507C

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:

- followed 1 set of sequenced written instructions and the manufacturers' instructions for preparing materials used in immediate dentures
- used standard precautions and safe work practices to construct an immediate denture from at least one denture suitable for insertion in the mouth including 1 of each of the following:
  - maxillary or mandibular anterior tooth with at least one of the following:
    - flanged denture with bone re-contouring
    - flanged denture without bone re-contouring
    - open-faced denture
  - maxillary or mandibular posterior tooth with at least one of the following:
    - flanged denture with bone re-contouring
    - flanged denture without bone re-contouring
    - open-faced denture
- critically evaluated the 1 immediate denture produced to meet technical laboratory and patient requirements.

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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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- advantages of immediate dentures for the patient including:
  - accurate positioning of the artificial teeth
  - control of post-extraction haemorrhage
  - correct restoration of the vertical and horizontal relationships between maxilla and mandible
  - maintenance of appearance
- fundamental oral anatomy, including:
  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
- clinical treatment procedures necessary to prepare the patient for immediate denture insertion, including:
  - where there are posterior teeth and no existing partial denture
  - where a partial denture is present
- disadvantages of immediate dentures for the patient including:
  - the implications for the patient where appearance of anterior artificial teeth cannot be approved at try-in
  - the implications of rapid bone resorption following extraction
- types of immediate replacement dentures and their advantages and disadvantages:
  - flanged denture without bone re-contouring
  - flanged denture with bone re-contouring
  - open-faced denture.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process

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- laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
- WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET007 Construct removable acrylic partial dentures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT508C

Application

This unit of competency describes the skills and knowledge required to construct removable acrylic partial dentures.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Design acrylic removable partial denture	1.1 Confirm the survey of the model carried out by the operator 1.2 Confirm design and transfer to master model 1.3 Block-out undesirable undercuts 1.4 Scribe food lines 1.5 Duplicate master model to create a working model

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
2. Select and prepare materials	2.1 Select materials according to laboratory work order 2.2 Establish shape and dimension of component parts from design
3. Arrange artificial teeth	3.1 Select teeth and position in wax to establish aesthetics and function 3.2 Contour wax so that denture is suitable for try-in. 3.3 Decontaminate denture according to infection control guidelines and place in a suitable container for dispatch
4. Construct retainer units.	4.1 Construct components as required 4.2 Join components as required 4.3 Secure teeth and components in wax 4.4 Contour facial and lingual aspects 4.5 Secure appliance for processing
5. Select and prepare materials and processing technique	5.1 Identify the appropriate polymer system for case 5.2 Identify the appropriate investment technique 5.3 Identify the appropriate processing cycle 5.4 Select polymeric material to construct the prosthesis 5.5 Prepare system components in accordance with manufacturers' instructions 5.6 Allow materials to reach application stage
6. Process denture or appliance	6.1 Apply appropriate investment techniques 6.2 Apply material to investment mould 6.3 Process the polymeric material for the correct length of time at the correct temperature 6.4 Devest model and remove any processing irregularities and sharp edges before fitting onto master

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	model
	6.5 Confirm accuracy of retainer units
7. Finish denture or appliance	7.1 Reposition models on the articulator where possible
	7.2 Assess the articulated prosthesis and confirm that articulation is appropriate where possible
	7.3 Make any necessary adjustments to maintain original vertical dimension
	7.4 Polish the non-fitting surface of the prosthesis to create a smooth high shined surface
	7.5 Evaluate the finished prosthesis
	7.6 Decontaminate the finished prosthesis in accordance to infection control procedures
	7.7 Place in a sealed container ready for dispatch

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

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

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Assessment Requirements for HLTDET007 Construct removable acrylic partial dentures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT508C

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:

- read and correctly interpreted 1 laboratory work order for removable acrylic partial denture
- used standard precautions and safe work practices during the set-up and waxing of partial dentures to produce 1 acrylic partial denture with a combination of bounded and free end saddle areas, suitable for insertion in the mouth
- critically evaluated the 1 acrylic partial denture produced to meet technical laboratory and patient requirements.

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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- advantages and disadvantages of partial dentures
- fundamental oral anatomy, including:
  - dentition – arrangement of the teeth, naming and coding of teeth

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  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
- fundamentals of dental polymers including:
  - acrylic and modified acrylic prosthetic teeth
  - acrylic plastics as soft liners
  - acrylic plastics for denture bases including composition and properties
  - acrylic-metal combinations
  - acrylics for construction of custom trays
  - modified acrylic denture base plastics including manipulation and processing
  - the polymerisation process including cross-linked polymers, copolymers, modified polymers and vinyl plastics
- principles of partial denture design
- surveying techniques
- stages in the design of partial dentures:
  - classifying, supporting and outlining the saddles
  - connecting the various components together
  - providing additional components where necessary to resist rotation
  - providing reciprocation and bracing
  - providing retention
  - reviewing the design for hygiene, support and retention.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTDET008 Construct cast alloy removable partial denture framework

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT509D

Application

This unit of competency describes the skills and knowledge required to construct burnout patterns for cast metal framework and to devest, trim, treat, finish and evaluate alloy structures.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare master model	1.1 Read and interpret the work order 1.2 Confirm the survey of model that has been carried out by the operator 1.3 Transfer design to master model

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.4 Block out undesirable undercuts
	1.5 Create clasp ledges
	1.6 Scribe food lines
	1.7 Apply tissue relief
	1.8 Apply saddle relief
2. Construct refractory model	2.1 Duplicate master model in refractory material to produce an accurate copy of the model
	2.2 Construct sprue former as necessary
	2.3 Prepare the refractory model appropriately and apply an appropriate hardener or sealant
3. Wax and invest removable partial denture framework	3.1 Transfer design outline correctly to the refractory model
	3.2 Select appropriate wax and pre-formed components
	3.3 Wax up patterns to the refractory cast consistent with the design
	3.4 Sprue the pattern using material of the correct size and in the correct shape and position for the material being cast, and attach it to the investment former
	3.5 Select appropriate investment and technique according to the alloy
	3.6 Prepare investment materials in accordance with manufacturers' instructions
	3.7 Treat the surface of the wax, patterns and sprues
	3.8 Allow for investment setting time in accordance with manufacturer's instructions
4. Burnout and cast removable partial denture framework	4.1 Select appropriate alloy according to work order
	4.2 Select burnout and preheat cycles for appropriate investment and alloy combination
	4.3 Burnout wax from investment mould and hold at recommended temperature for casting

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	4.4 Melt alloy and cast using appropriate materials, equipment and techniques
5. Devest, trim, finish and evaluate alloy structures for removable partial denture	5.1 Select and apply cooling cycle
	5.2 Remove the cast alloy structure from the investment without damaging the integrity of the structure
	5.3 Remove oxides using an appropriate abrasive or chemical treatment
	5.4 Visually examine the cast alloy structure and correctly identify any casting faults and assess the viability of the casting
	5.5 Remove sprues and trim and shape the alloy structure
	5.6 Treat the surface of the alloy using appropriate materials and equipment, and finish using appropriate abrasives and polishes
	5.7 Position the cast on the master model and check accuracy of major connection and clasps, and adjust any metal occlusal contacts with antagonist
	5.8 Decontaminate the denture framework according to infection control guidelines
	5.9 Dry the denture framework, replace on model and place in a sealed container for dispatch

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.

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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

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Assessment Requirements for HLTDET008 Construct cast alloy removable partial denture framework

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT509D

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:

- followed a set of sequenced written instructions and manufacturers' specifications for preparing materials used in a cast for removable alloy partial denture
- used standard precautions and safe work practices to construct 1 removable alloy framework that includes a combination of bounded and free end saddles
- critically evaluated the 1 cast for removable alloy partial denture produced to meet technical laboratory and patient requirements.

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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function

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- dental alloys
- heat treatment
- melting and casting
- relevant material science for carrying out procedures
- solidification
- surface finishing

Assessment Conditions

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

- use of suitable facilities, equipment and resources including
- access to work order
- Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
- laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
- WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET009 Construct crown and bridge structures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTDT510C/HLTDT516C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites

Application

This unit of competency describes the skills and knowledge required to construct crown and bridge structures including inlays, veneers and substructures.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare crown and bridge model	1.1 Pour or construct model using crown and bridge model system
	1.2 Prepare crown and bridge model to appropriate height and with level occlusal plane in accordance with crown and bridge model system used
	1.3 Section crown and bridge model in accordance with work order requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. 1.4 Prepare die for construction of restoration in accordance with work order
2. Wax and invest fixed partial dentures and structures	2.1 Wax up crown and bridge restorations 2.2 Sprue crown and bridge wax pattern and prepare for processing 2.3 Select appropriate investment material according to the material to be used 2.4 Prepare investment materials according to the manufacturers' instructions 2.5 Invest wax patterns
3. Burnout, process and finish fixed partial dentures and structures	3.1 Select burnout techniques appropriate to the investment material and restoration material 3.2 Process restoration/substructure in appropriate material 3.3 Devest restoration/substructure without damaging it 3.4 Check for defects 3.5 Trim and finish restoration while maintaining all contact areas and margins 3.6 Evaluate the finished restoration 3.7 Decontaminate the restoration according to infection control guidelines 3.8 Dry the casting, replace on model and place in a sealed container for dispatch

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.

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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

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Assessment Requirements for HLTDET009 Construct crown and bridge structures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTDT510C/HLTDT516C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites

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 standard precautions and safe work practices to design and construct 1 maxillary or mandibular anterior and posterior crown
- critically evaluated the 1 maxillary or mandibular anterior and posterior crown produced to meet technical laboratory and patient requirements.
-

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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity related to crown and bridge structures
  - teeth form and function
  - tooth preparation including basic cementation techniques of restorations
  - articulation and occlusion

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- casting
- dental metallurgy
- factors responsible for casting defects
- finishing and polishing
- fundamentals of crown and bridge impressions including:
  - properties
  - types
  - techniques
  - compatibility with crown and bridge model materials
- properties of model and die materials including:
  - epoxy and polymer materials
  - gypsum materials
  - manipulation of crown and bridge model materials
- properties of crown and bridge materials:
  - casting and pressing materials
  - computer-aided design (CAD) and computer-aided manufacturing (CAM)
  - ceramic bonding materials
  - other relevant materials
- use of pattern materials including:
  - wax and plastic pattern techniques
  - emerging technology techniques
- investment and burnout including:
  - fundamental knowledge of investment materials
  - investing and expansion of the investment
  - burnout
  - waxing and spruing techniques.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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HLTDET010 Join alloy structures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT511C

Application

This unit of competency describes the skills and knowledge required to join dental alloys using thermal processes.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Solder components	1.1 Identify and position component materials accurately to comply with the design and in a manner that enables the optimum join to be made 1.2 Select appropriate solder and flux according to the component materials 1.3 Select appropriate heating methods

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. 1.4 Apply and control solder 1.5 Evaluate each finished join 1.6 Clean, trim, shape and finish components to produce a smooth surface free of sharp edges and irregularities
2. Weld components	2.1 Identify and position component materials accurately to comply with the design, and in a manner that enables the optimum join to be made 2.2 Select appropriate welding techniques and equipment 2.3 Weld components 2.4 Evaluate each finished weld 2.5 Clean, trim, shape and finish components to produce a smooth surface free of sharp edges and irregularities

Foundation Skills

The Foundation Skills describe those required skills (employability 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.

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

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Assessment Requirements for HLTDET010 Join alloy structures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT511C

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:

- followed 2 sets of sequenced written instructions and manufacturers' instructions for preparation of materials for joining alloy structures
- used standard precautions and safe work practices to produce 2 soldered or welded joints that exhibit bio-compatibility and optimum mechanical properties
- critically evaluated the 2 joined alloy structures produced to meet technical laboratory and patient requirements, including joint:
  - position
  - strength
  - integrity
  - function.

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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:

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  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - articulation and occlusion
- dental metallurgy and dental alloys, including noble and non-noble alloys
- finishing methods
- fluxes
- infection control guidelines for the decontamination of completed laboratory work
- orthodontic wires
- soldering and welding techniques including laser welding technology.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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HLTDET011 Construct ceramic and fixed restorations

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTDT512D/HLTDT513C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites

Application

This unit of competency describes the skills and knowledge required to take a tooth shade and construct ceramic and fixed restorations.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Take tooth shade	1.1 Read and interpret work order 1.2 Provide full details of the procedure to the patient or carer where appropriate 1.3 Obtain and document consent following ethical and legal requirements 1.4 Consider the accuracy of natural and artificial light 1.5 Position the patient correctly for the procedure

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.6 Consult patient regarding requirements and aesthetic outcomes
	1.7 View mouth to gain overview of procedure.
	1.8 Select technique and prepare equipment and materials for tooth shade recording
	1.9 Implement standard precautions to prevent the spread of infection
	1.10 Instruct patient on participation during the procedure
	1.11 Select tooth shade and consult patient regarding findings, and gain acceptance
	1.12 Document the tooth shade
	1.13 Discuss any follow-up procedures with the patient
2. Prepare sub-structures	2.1 Read and interpret the work order
	2.2 Design and form substructure
	2.3 Process the substructure
	2.4 Assess substructure for accuracy and appropriateness
	2.5 Prepare the bonding surface of the substructure if required for porcelain build up in accordance with the manufacturer’s instructions
3. Select, apply and process ceramics	3.1 Select appropriate ceramic for substructure or restoration
	3.2 Apply procedures to selected ceramic for substructures or restoration
	3.3 Process the restoration in accordance with the manufacturer’s instructions
4. Trim, shape and finish ceramic restorations	4.1 Trim the ceramic restoration to required anatomical shape
	4.2 Finish the ceramic restoration to meet clinically accepted standards
	4.3 Evaluate the quality of the finished restoration

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. 4.4 Decontaminate the ceramic restoration according to infection control guidelines 4.5 Dry the ceramic restoration, place on model and place in a sealed container for dispatch and record completed work order

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

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

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Assessment Requirements for HLTDET011 Construct ceramic and fixed restorations

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTDT512D/HLTDT513C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites

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:

- read and correctly interpreted work order for the following 4 fixed restorations
- fabricated the following 4 ceramic restorations using standard precautions and safe work practices to a standard that is suitable for insertion in the mouth:
  - 1 maxillary or mandibular anterior crown
  - 1 maxillary or mandibular posterior crown
  - 1 anterior veneer
  - 1 posterior inlay
- critically evaluated the work produced to meet technical laboratory and patient requirements including:
  - shade of the ceramic matches the work order requirements
  - fit of the restoration is accurate
  - restoration is of an appropriate anatomical form, shape and surface finish
  - restoration is free of faults
  - restoration provides the correct occlusion and articulation
  - proximal contact areas are in contact with the contact areas of the adjacent teeth.

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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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity related to crown and bridge structures
  - teeth form and function
  - occlusion
- tooth preparation including basic cementation techniques of restorations
- dental ceramic restorations
- properties of different restoration and substructure materials
- ceramic bonding to substructures
- composition and properties of dental ceramics
- processing ceramic restorations
- causes of common faults during construction
- critical issues and techniques for taking tooth shades including:
  - effects of aging, tooth wear and staining on shade
  - colour
  - rationale and objectives for taking shades
- social, cultural and psychological factors affecting patient perception and acceptance of tooth shade
- factors which influence selection of tooth shades
- physics of light refraction including properties of materials used in aesthetic restoration

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET012 Construct orthodontic appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT514D

Application

This unit of competency describes the skills and knowledge required to construct removable orthodontic appliances.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Select and assemble components and materials	1.1 Select materials for removable orthodontic appliances according to design and function specified in work order 1.2 Select the required pre-formed components and confirm they are fit for the purpose 1.3 Construct individual custom-made components according to work order

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
2. Construct orthodontic appliance	2.1 Secure components to model by appropriate means 2.2 Apply appropriate materials to the model to form a baseplate according to manufacturers' instructions and the work order 2.3 Process the appliance using equipment and techniques according to manufacturers' instructions and the work order
3. Finish orthodontic appliances	3.1 Select techniques, materials and equipment for trimming, finishing and polishing appropriate to the type and materials of the appliance 3.2 Trim and finish the baseplate to the thickness and coverage required 3.3 Finish and polish metal components ensuring surfaces that are free of sharp edges and irregularities 3.4 Evaluate the finished appliance 3.5 Decontaminate the appliance according to infection control guidelines 3.6 Place the appliance in a sealed container for dispatch

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

No Equivalent Unit

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Links

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Assessment Requirements for HLTDET012 Construct orthodontic appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT514D

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:

- read and correctly interpreted work order for the design of 1 orthodontic appliance with active and passive components
- used standard precautions and safe work practices to manufacture 1 orthodontic appliance ensuring it is a suitable for insertion in the mouth
- critically evaluated the 1 orthodontic appliance produced to meet technical laboratory and patient requirements, including that it:
  - is free from defects
  - is suitable for insertion in the mouth
  - is effective for the purpose
  - meets the requirements of the planned design
  - complies with the work order.

Knowledge Evidence

The candidate must 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:

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- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
  - articulation and occlusion
- aims and objectives of orthodontic treatment using removable appliances
- how to select and fabricate components for removable orthodontic appliances:
  - dental metallurgy
  - wrought wire fabrication techniques.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET013 Construct oral splints

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT517D

Application

This unit of competency describes the skills and knowledge required to construct oral splints.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Construct splint	1.1 Select materials for the construction of splint in accordance with work order 1.2 Construct splint in accordance with work order 1.3 Process splint in accordance with manufacturer’s instructions
2. Trim, shape and finish splint	2.1 Trim splint according to material selection 2.2 Shape splint according to work order and recheck on

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	articulator
	2.3 Evaluate the splint
	2.4 Finish the splint appropriately according to type of material selected
	2.5 Decontaminate the appliance in accordance with infection control guidelines
	2.6 Place the splint in a suitable container for dispatch

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

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

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Assessment Requirements for HLTDET013 Construct oral splints

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT517D

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:

- followed 1 set of sequenced written instructions and manufacturers' instructions for the construction of 1 oral splint
- used standard precautions and safe work practices to design and manufacture 1 oral splint for a range of jaw relations and malocclusions
- finished at least 1 oral splint suitable for insertion in the mouth
- critically evaluated the 1 oral splint produced to meet technical laboratory and patient requirements, including confirming that the splint:
  - is suitable for insertion in the mouth
  - is free from defects
  - is effective for the purpose
  - meets the requirements of the planned design
  - complies with the work order.

Knowledge Evidence

The candidate must 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:

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- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
  - articulation and occlusion
- dental metallurgy
- processing of wax patterns in acrylic resin
- relevant material science for carrying out procedures
- signs and symptoms of temporomandibular joint disorder (TMJ), including process for referrals
- use of surveying equipment
- use of vacuum forming procedures
- properties of materials used in the construction of oral splints, including:
  - acrylic resins (heat activated, chemically activated, thermoformed)
  - other relevant materials.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and standard operating procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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HLTDET014 Repair and modify dentures and appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT518D

Application

This unit of competency describes the skills and knowledge required to reline, rebase, repair and modify removable prostheses.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare case	1.1 Apply standard precautions when receiving, handling and working on dentures and appliances 1.2 Decontaminate dentures and appliances according to infection control guidelines 1.3 Read and correctly interpret work order 1.4 Examine fractured components for defects 1.5 Realign, position and secure fractured components in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	their correct relationship
2. Prepare model	2.1 Construct model according to the work order.
	2.2 Construct articulation key
3. Repair denture or appliance	3.1 Prepare and shape denture surfaces to allow for bonding with the new material
	3.2 Relocate components
	3.3 Select and prepare materials and processing equipment
	3.4 Apply repair materials using the correct technique to the required shape and thickness
	3.5 Process materials according to manufacturers' instructions
4. Modify denture or appliance where required	4.1 Decontaminate impressions according to infection control guidelines
	4.2 Pour the model material into the impression in accordance with accepted techniques
	4.3 Articulate case and transfer records, or construct articulation key as required
	4.4 Prepare denture or appliance surfaces appropriately for the modification to be made
	4.5 Reline, re-base or modify the denture in accordance with work order
5. Trim, shape and finish denture or appliance	5.1 Trim denture or appliance to relevant anatomical outline or required extension of the base
	5.2 Examine the tissue fitting surface and remove any processing anomalies and sharp surfaces
	5.3 Refine and polish surfaces and produce required contours
	5.4 Evaluate the finished prosthesis

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. 5.5 Decontaminate the appliance according to infection control guidelines 5.6 Place the appliance in a sealed container for dispatch

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

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

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Assessment Requirements for HLTDET014 Repair and modify dentures and appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT518D

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:

- read and correctly interpreted 1 work order and manufacturers' instructions for repair and modification of removable prostheses, and used standard precautions and safe work practices for constructing repairs and modification for a maxillary or mandibular denture with a combination of the following:
  - replace, add or modify new or existing artificial teeth
  - replace, add or modifying new or existing metallic components
  - modify the denture base
- critically evaluated the 1 repaired or modified denture produced to meet technical laboratory and patient requirements, including confirming that the repaired or modified denture:
  - is compliant with the work order
  - is free from defects
  - is functionally effective in line with the design
  - is suitable for insertion in the mouth.

Knowledge Evidence

The candidate must 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:

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- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - dentition – arrangement of the teeth, naming and coding of teeth
  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
- constructional faults that cause fractures of denture base including:
  - absence of balanced occlusion
  - inadequate polymerisation times and temperatures
  - incorrect dough consistency when packing
  - incorrect positioning of maxillary posterior teeth
  - insufficient thickness of acrylic resin in the anterior palatal region of the denture
  - rapid cooling after processing
- constructional faults that cause broken teeth
- denture base materials
- denture decontamination procedures when modifying acrylic
- methods for modifying, repairing and maintaining removable prostheses.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and standard operating procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTDET015 Construct complete removable acrylic dentures and appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT519C

Application

This unit of competency describes the skills and knowledge required to construct a trial prosthesis suitable for insertion in the mouth, convert it to clinically acceptable materials and finish according to laboratory standards.

This unit applies to work in dental technology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Articulate by means of face-bow	1.1 Receive face-bow with completed bite registration. 1.2 Read and interpret work order 1.3 Articulate on an industry specific articulator in accordance with clinician requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
2. Prepare case for setting of teeth	2.1 Select artificial teeth in accordance with work order 2.2 Modify bases and rims as required for positioning teeth
3. Arrange artificial teeth	3.1 Follow work order to position and attach the prescribed artificial teeth 3.2 Shape and contour the supportive wax and contour to gingival outline
4. Wax up denture for try-in	4.1 Contour facial and lingual aspects 4.2 Locate and relieve muscle attachments 4.3 Smooth and round peripheral extensions 4.4 Confirm distal extensions 4.5 Decontaminate the trial prosthesis according to infection control guidelines 4.6 Dry the trial prosthesis and place in a sealed container for dispatch
5. Check and modify the returned trial prosthesis	5.1 Decontaminate the returned prosthesis and identify any modifications that are required 5.2 Check the returned trial prosthesis for loosening or movement of teeth and make necessary adjustments 5.3 Fit the returned trial prosthesis to the model if it needs to be modified, articulate and make necessary modifications
6. Wax case for finish consistent with work order	6.1 Evaluate the work order, models and denture design and decide whether or not to use a duplicate model for processing the final prosthesis 6.2 Apply wax as required by work order 6.3 Contour facial and lingual aspects

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
7. Select and prepare materials and processing technique	7.1 Identify the appropriate polymer system for case 7.2 Identify the appropriate investment technique 7.3 Identify the appropriate processing cycle 7.4 Select polymeric material to construct the prosthesis 7.5 Prepare system components in accordance with manufacturers' instructions 7.6 Allow materials to reach application stage
8. Process denture	8.1 Apply appropriate investment techniques 8.2 Apply material to mould 8.3 Process the polymeric material for the correct length of time at the correct temperature 8.4 Devest model and remove the processed prosthesis without causing damage to it 8.5 Trim excess material and remount on articulator
9. Finish denture	9.1 Select methods, materials and equipment for trimming, finishing and polishing the prosthesis appropriate to the appliance and the materials used in its construction 9.2 Reposition models on the articulator where possible 9.3 Assess the articulated prosthesis and confirm that articulation is appropriate to the work order 9.4 Make any necessary adjustments to maintain original vertical dimension 9.5 Remove any processing irregularities and sharp edges 9.6 Polish the non-fitting surfaces of the prosthesis to create smooth, polished surfaces 9.7 Evaluate the finished prosthesis 9.8 Decontaminate the dentures according to infection

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. control guidelines 9.9 Place in a sealed container for dispatch

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

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

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Assessment Requirements for HLTDET015 Construct complete removable acrylic dentures and appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites Supersedes HLTDT519C

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:

- read and correctly interpreted 2 work orders, arranged artificial teeth, and used standard precautions and safe work practices to wax, process and finish 1 maxillary and 1 mandibular complete acrylic prosthesis to a standard suitable for insertion in the mouth
- critically evaluated the 2 complete acrylic prostheses produced to meet technical laboratory and patient requirements, including confirming that each acrylic prosthesis:
  - is compliant with the work order
  - is free from defects
  - is functionally effective in line with the design and occlusion and is suitable for insertion in the mouth.

Knowledge Evidence

The candidate must 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:

- Australian/New Zealand Standards, workplace health and safety (WHS) policies, Dental Board of Australia guidelines on infection control, Commonwealth and State/Territory legislation and organisation policies relating to dental laboratory work
- fundamental oral anatomy including:
  - dentition – arrangement of the teeth, naming and coding of teeth

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  - structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
  - teeth form and function
- articulation procedures
- properties of a range of dental materials used in the construction of removable acrylic prostheses including:
  - atomic structure
  - chemical bonding and reactions
  - classification of materials
  - classification of matter
  - properties of materials
- knowledge of dental polymers including:
  - acrylic and modified acrylic prosthetic teeth
  - acrylic plastics as soft liners
  - acrylic plastics for denture bases including composition and properties
  - acrylic-metal combinations
  - acrylics for construction of custom trays
  - modified acrylic denture base plastics including manipulation and processing
  - the polymerisation process including cross-linked polymers, copolymers, modified polymers and vinyl plastics
- mechanical devices:
  - articulators
  - face-bows
- recording techniques and devices
- relevant material science for carrying out procedures.

Assessment Conditions

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

- use of suitable facilities, equipment and resources including:
  - access to work order
  - Dental Board of Australia guidelines on infection control on which the candidate bases the planning process
  - laboratory safety manuals and standard operating procedures in line with relevant Commonwealth and State/Territory legislation
  - WHS policies on which the candidate bases the planning process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTENN001 Practise nursing within the Australian health care system

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged with HLTEN401B and HLTEN516B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to practise as a nursing professional within the Australian health care system, providing health care across the lifespan of people in a range of health and community care services or environments.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply principles and knowledge of nursing practice to work in a health care system.	1.1 Apply principles of primary health care and the wellness principles to own work role. 1.2 Identify and access appropriate agencies to facilitate positive health outcomes.

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Take into account socio-cultural and social influences and factors that impact health and illness.
	1.4 Apply knowledge of political and economic impacts on health care delivery.
	1.5 Apply knowledge of non-western approaches to health care, and their place in contemporary nursing practice.
	1.6 Apply strategies within own work role to maintain standards of care within the contemporary health care system.
	1.7 Maintain knowledge of current health issues impacting clinical practice and health policy development.
2. Identify and discuss funding sources for health care in Australia.	2.1 Access and interpret information to increase own awareness of appropriate sources of funding for health care services.
	2.2 Discuss information on health care service funding sources and health-related insurances with the person, family or carer.
3. Identify and respond to factors and issues affecting health in Australia.	3.1 Identify factors that may affect health for a range of people and groups.
	3.2 Recognise risk factors and social circumstances applying to the health of people, and refer the person to appropriate health professionals.
	3.3 Identify existing health services that support current health issues facing people in Australia.
	3.4 Identify and evaluate the effectiveness of available community health promotional strategies.
	3.5 Promote understanding of the person’s emotional and social wellbeing.
4. Work in the context of professional nursing practice.	4.1 Describe the historical development and current perspectives of the nursing profession.
	4.2 Maintain current knowledge of nursing theorists, and incorporate theoretical concepts related to nursing care into nursing practice.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Describe the role of relevant professional nursing bodies.
	4.4 Work within the principles and parameters of nursing practice.
	4.5 Follow organisation procedures that comply with audit and accreditation processes.
	4.6 Apply jurisdictional requirements relating to Scope of Practice Framework.
	4.7 Adapt to different requirements of the role of the enrolled nurse within health care environments.
5. Contribute to professional work team.	5.1 Establish collaborative relationships in the delivery of health care in accordance with the role of the enrolled nurse, working with the registered nurse and other health care professionals.
	5.2 Examine and document reflective nursing practice.
	5.3 Contribute to achieving effective team work and supportive group dynamics when working in interdisciplinary team.

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

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

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Assessment Requirements for HLTENN001 Practise nursing within the Australian health care system

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged with HLTEN401B and HLTEN516B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- during at least 1 clinical work placement, worked effectively in the context of professional nursing practice including:
  - performing 5 different professional interactions to demonstrate adaptation to nursing role and application of knowledge of nursing practice
  - reflecting on the 5 professional interactions and identifying how nursing practice contributed to the person’s health outcome.

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:

- health and illness issues facing people who have come from countries other than Australia
- health insurance-related organisations and their roles in the Australian health care system
- health issues and impacts for health care delivery for Aboriginal and Torres Strait Islander people
- historical and current perspectives of the nursing profession

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- development and historical context of the Australian health care system, current health service models and State/Territory standards of care
- range of health care environments and the roles of the interdisciplinary health care team and personnel associated with health service delivery
- themes that impact health and illness for people from Australia and other countries, including environment, cultural barriers and community acceptance
- social, political and economic impacts on health care delivery including funding sources and constraints on services and resource allocation
- overall structure, strengths and weakness of the Australian health care system, with emphasis on the local area
- current issues which impact health policy development
- how health and illness factors impact a person
- principles and philosophical framework of primary health care
- principles of wellness and illness, and models of care and non-western approaches to health care
- roles of regulatory authorities, industrial and professional bodies:
  - Nursing and Midwifery Board of Australia, including knowledge of the enrolled nurse competency standards for practice, and professional practice standards, codes and guidelines
  - Australian Nursing and Midwifery Federation.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN002 Apply communication skills in nursing practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN502B

Application

This unit describes the skills and knowledge required to apply effective communication skills with a person, family or carer and with other healthcare professionals in a variety of health care settings.

Communication skills in nursing practice require using information technology as well as interpersonal skills applied therapeutically in nursing care and small group discussions.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use effective communication skills in complex situations.	1.1 Apply principles of effective communication to facilitate, not inhibit, communication with the person.

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	1.2 Maximise opportunities to involve the person and family or carer in their care and treatment. 1.3 Clarify roles and responsibilities of the interdisciplinary health care team involved in communicating in complex situations, including clarifying own role as an enrolled nurse. 1.4 Demonstrate politeness, respect and empathy in all interactions with the person, family or carer. 1.5 Use health terminology correctly in written and verbal communication with the person, family or carer and with colleagues.
2. Identify and address actual and potential constraints to communication.	2.1 Identify early signs of potentially complex communication situations with a person, including with people who have hearing or vision impairments and require assistance. 2.2 Implement strategies to address complex communication situations in accordance with relevant policies and procedures, and within scope of role. 2.3 Demonstrate advocacy for a person in the health or community care setting.
3. Use information technology to support communication in nursing practice.	3.1 Use computers and related information technology to access, develop and adhere to reporting requirements according to organisation policy and procedures. 3.2 Comply with organisation policy and procedures for electronic communication with the person, family or carer. 3.3 Use information technology including the internet to access data appropriate to own role and organisation policy and procedures. 3.4 Apply ethical principles and follow regulatory responsibilities when using social media and interacting online in nursing role. 3.5 Maintain accurate documentation and adhere to reporting requirements to support safe practice according to organisation policy and procedures.
4. Lead small group discussions.	4.1 Monitor and respond appropriately to changing group dynamics.

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	4.2 Clarify the purpose of group meetings and manage discussion to achieve identified objectives. 4.3 Implement meeting procedures appropriate to the meeting's purpose. 4.4 Clarify participants' roles and use communication strategies to support their effective contribution to discussion.
5. Give and receive feedback for performance improvement.	5.1 Identify effective communication strategies for giving and receiving feedback on own performance. 5.2 Apply strategies that deliver constructive outcomes in giving and receiving feedback. 5.3 Use appropriate language and a respectful manner in giving and receiving feedback.
6. Evaluate effectiveness of communication in complex situations.	6.1 Participate in debriefing sessions following communication for complex situations. 6.2 Document, consider and report outcomes of communication strategies used to address complex situations.

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

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

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Assessment Requirements for HLTENN002 Apply communication skills in nursing practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN502B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- communicated effectively within the context of the enrolled nurse role in 4 different complex communication situations, with at least 1 of the situations involving a person, family or carer, and at least 1 of the situations involving work colleagues.

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:

- characteristics of effective partnerships in nursing including:
  - confidentiality
  - trust
  - self-reflection
  - social conversation
  - creating a therapeutic environment
- resources for the Core Standards for nurses who support people with a disability (NSW Family and Community Services)

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    - Communication and Behaviour Support for Nurses Practice Package
    - Communication and Behaviour Support for Nurses Appraisal
- documentation related to clinical handover
- elements and skills of communication processes:
    - interviewing techniques
    - active listening
    - conflict resolution
    - interpersonal skills
    - negotiating solutions
    - group dynamics
    - access and use of interpreters
- factors that may facilitate and inhibit communication
- information technology used in communication, and email etiquette and policies for use
- principles underpinning nursing documentation including legal obligations
- principles, processes and practices of open disclosure in line with Australian Open Disclosure Framework
- medical terminology used in clinical situations and enrolled nurse practice
- sensory losses and appropriate nursing responses
- social media policies for nurses.

Assessment Conditions

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

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN003 Perform clinical assessment and contribute to planning nursing care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN503B

Application

This unit of competency describes the skills and knowledge required, within the scope of practice, to perform preliminary and ongoing physical health assessments of all body systems, gathering data that contributes to a person's individualised health care plan.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Collect and interpret health data.	1.1 Introduce self and explain processes before commencing nursing assessment activities. 1.2 Gather information from the person, or their family or carer if the person is unable to communicate, using culturally

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ELEMENT	PERFORMANCE CRITERIA
	appropriate strategies. 1.3 Document the person's gender, age and cultural, religious or spiritual data when undertaking the preliminary health assessment. 1.4 Measure the person's vital signs using appropriate biomedical equipment according to the acuity of care and the person's physical characteristics. 1.5 Perform clinical measurements and assessments when undertaking the clinical nursing assessment, identifying the person's developmental state. 1.6 Record objectively the person's lifestyle patterns, health history, current health practices, coping mechanisms, issues and needs. 1.7 Clarify the emotional and physical needs of the family or carer in supporting the person. 1.8 Use critical thinking to interpret objective and subjective data from the assessment, and determine if the data is or is not within normal range. 1.9 Communicate immediately all deterioration concerns about the person to registered nurse.
2. Undertake admission and discharge procedures for a person.	2.1 Collect data from the person for admission and discharge planning as required by organisation policy and procedures. 2.2 Contribute to nursing assessment by documenting the person's values and attitudes regarding health care, and any issues they may be experiencing that may impact on a timely discharge. 2.3 Identify community support services and resources to assist in planning for discharge. 2.4 Ensure the person has all discharge planning requirements including General Practitioner appointment and any medications and referrals.
3. Contribute to planning the nursing care of a person.	3.1 Analyse a person's health history and clinical assessment to identify risks and likely impacts on activities of daily living, and the health care that is required. 3.2 Outline a plan of care using a problem-solving approach and ensuring strategic care planning appropriate to the person's

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ELEMENT	PERFORMANCE CRITERIA
	needs. 3.3 Clarify and reflect the person's interests and physical, emotional and psychosocial needs in care planning and documentation.
4. Contribute to ongoing development of individual nursing care plans.	4.1 Analyse, using critical thinking, the rationale for specific decisions and the course of action taken in the person's nursing care plan. 4.2 Confirm with the person, family or carer that planned nursing care provided reflects the person's needs including their uniqueness, culture, religious beliefs and management of stress. 4.3 Ensure nursing care plan is based on principles of best practice and risk assessment. 4.4 Raise with the registered nurse or interdisciplinary health care team any conflicts between the nursing care plan and an already prescribed plan of care for the person.

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

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

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Assessment Requirements for HLTENN003 Perform clinical assessment and contribute to planning nursing care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN503B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- performed nursing admission and discharge procedures for 2 different people in the workplace as per organisation policy and procedures
- conducted holistic clinical health assessment on 2 different people in the workplace or in a simulated environment including:
  - blood glucose monitoring
  - oxygen saturation level
  - body mass index (BMI) or waist hip ratio
  - integumentary assessment
  - urinalysis
  - neurological observations including reflexes
  - neurovascular observations and assessment of peripheral circulation
  - pain assessment (including chest pain)
- developed at least 1 nursing care plan in the workplace or in a simulated environment based on holistic health assessment undertaken with a real person.

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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:

- admission and discharge planning processes and documentation required
- developmental stages of childhood:
  - physical growth and psychosocial, cognitive and motor development of the toddler and the pre-school and school aged child
  - physical growth and cognitive and motor development of infants 0-12 months
  - role of play in a child's development
  - impact of hospitalisation on child and family
- developmental stages of adolescence and common health issues for adolescents
- developmental stages of adulthood and major activities related to each stage
- impact of infertility on people
- approaches to understanding human growth and development
- influences of genetics and environment on development
- family health care needs
- gender-specific health care needs
- how to use equipment for health assessment and data collection
- how to assist a person in activities of daily living including identified aids to assist these activities
- how to perform clinical measurements and/or assessments for:
  - blood glucose level
  - blood pressure
  - body mass index or waist hip ratio
  - height and weight
  - level of consciousness
  - pupil reaction
  - neurological reflexes
  - peripheral circulation
  - sensory perception and identified personal aids and devices required for hearing or sight
  - skin colour, integrity and turgor
  - temperature, pulse, respirations
  - urinalysis
- human growth and development
- interpretation and analysis of a person's health-related information
- principles of health assessment
- problem solving strategies and techniques for conducting health assessment
- how to recognise a deteriorating patient and determine levels of consciousness
- how and when to raise issues of concern about a person's deterioration

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- resources for the Core Standards for nurses who support people with a disability (NSW Family and Community Services)
  - Person Centred Health Care Assessments and the Development of Health Care Plans Core Standard for Practitioners
  - Mealtime Management for Nurses Practice Package
- wellness approach to health, including physiology and psychosocial aspects
- variations in health needs and activities of daily living across the person's lifespan.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence. The following conditions must be met for this unit:

- using suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - appropriate biomedical equipment to undertake measurement or monitoring of vital signs and BMI
  - neurological assessment tools
  - urinalysis test strips
  - oximeter
  - blood glucose monitoring device and test strips
  - scenario based nursing care plans, charts and progress notes used for simulation
  - data collection instruments
  - organisation policy and procedures on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN004 Implement, monitor and evaluate nursing care plans

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN504C

Application

This unit describes the skills and knowledge required to implement nursing care as outlined in a person's plan of care, evaluate outcomes of care provided, record and report progress, and respond to an emergency situation.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare a person for care procedures.	1.1 Explain the procedures, preparation required and timeframe involved and gain the person's consent. 1.2 Maintain the person's privacy and dignity and use a culturally appropriate approach during preparation and

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ELEMENT	PERFORMANCE CRITERIA
	procedures.
2. Implement care procedures to meet identified needs.	2.1 Assist the person to address their personal and oral hygiene and their dressing and grooming needs in achieving health outcomes. 2.2 Identify contributing factors and implement appropriate strategies to prevent and manage skin breakdown. 2.3 Confirm the person's nutritional and elimination needs and apply strategies to meet identified needs. 2.4 Assist the person's respiratory function by demonstrating and promoting deep breathing and coughing exercises. 2.5 Use appropriate measures to promote the person's comfort, rest and sleep. 2.6 Actively encourage the person to contribute to their own independence and mobility through active and passive exercises. 2.7 Identify and respond appropriately to signs and symptoms of an emergency situation or condition. 2.8 Use emergency codes correctly and initiate basic life support according to organisation policy and procedures.
3. Monitor a person's identified care needs.	3.1 Maintain ongoing assessment of the person through observation and by using monitoring equipment and devices. 3.2 Prioritise work activities to address the person's urgent needs, maintaining a balanced approach to own workload. 3.3 Record and report concerns in the person's condition or behaviour to the registered nurse, and report situations of risk according to organisation policy and procedures.
4. Evaluate outcomes of care provided.	4.1 Consult and collaborate with interdisciplinary team to identify and evaluate own contributions to the person's care. 4.2 Evaluate the person's progress towards planned

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ELEMENT	PERFORMANCE CRITERIA
	outcomes as documented in the care plan.
	4.3 Make required changes to nursing care plan in line with best practice in nursing.
	4.4 Record and report all aspects of the evaluation of nursing care provided.

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

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

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Assessment Requirements for HLTENN004 Implement, monitor and evaluate nursing care plans

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN504C

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 work in in accordance with Nursing and Midwifery Board of Australia professional standards of practice, codes and guidelines
- implemented and monitored at least 2 different nursing care plans in the workplace
- evaluated at least 1 nursing care plan in the workplace or in a simulated environment
- used emergency codes and performed basic life support in a simulated environment on an adult, child and infant manikin according to organisation policy 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:

- activities of daily living
- factors that promote and impede comfort, sleep and rest
- purpose of hygiene and grooming
- actual and potential nursing care including:
  - hygiene and toileting
  - elimination needs, including procedures used to assist with elimination
  - incontinence management, including aids or devices

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  - physical comfort
  - sleep disturbances
  - oral hygiene including:
    - teeth brushing
    - care of dentures
    - using alcohol-free mouthwash
    - interdental cleaning
  - immobility
  - respiration and circulation
  - fluid and nutritional deficits
  - pain
  - underlying medical condition
  - sensory deficits, including use of personal aids and devices
  - cognitive deficits
- basic life support including:
  - how to perform cardiopulmonary resuscitation (CPR)
  - use of and response to emergency codes
  - considerations when providing basic life support including
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an Automatic External Defibrillator (AED)
- risk identification related to episodic care:
  - age
  - anaesthesia and surgery
  - cognitive status
  - deep vein thrombosis, venous thromboembolism, pulmonary embolism
  - immobility
  - length of stay
  - mental health condition
  - non-compliance
  - nutritional status
  - pain
  - presence of morbidity
- risk prevention strategies including:
  - maintaining a safe environment
  - preventing falls and falls assessment
  - promoting active and passive exercises
  - promoting deep breathing and coughing exercises
  - maintaining skin integrity and pressure area care

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- recording and reporting requirements for comprehensive clinical handovers and case meetings.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence. The requirement of the performance evidence to implement and monitor at least 2 different nursing care plans in the workplace must have been demonstrated in simulation before being demonstrated in the workplace and with members of the public. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards, including:
  - simulation manikins for adult, child and infant suitable for demonstration of life support skills
  - defibrillator or AED
  - lifting equipment used to manage risks involved in moving and positioning a person
  - equipment used in deep breathing and coughing exercises
  - equipment used in active and passive exercises
  - risk prevention documentation, nursing care plans and progress notes used in the planning of nursing care
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN005 Contribute to nursing care of a person with complex needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Supersedes HLTEN505C

Application

This unit of competency describes the skills and knowledge required to provide clinical nursing skills for a person with complex needs and to contribute to complex nursing interventions using critical thinking and problem-solving.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Perform nursing interventions to assist a person with complex	1.1 Perform nursing interventions based on the person's predetermined plan of care.

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needs.	1.2 Undertake nursing interventions demonstrating respect for the person's dignity and cultural diversity. 1.3 Encourage the person to assist by undertaking aspects of their own care during care interventions. 1.4 Consider the person's physical, emotional and psychosocial needs when performing nursing interventions.
2. Contribute to the nursing care of people with common disorders and conditions	2.1 Provide nursing care to the person appropriate to the management of complex conditions. 2.2 Observe, report and document the person's reactions and responses to the provided care management and medication. 2.3 Refer promptly to the registered nurse any reactions, responses or variations from the normal or unexpected outcomes, including concern for the deteriorating person.
3. Use critical thinking to improve care quality.	3.1 Monitor own thinking constantly in relation to own clarity, precision, accuracy, consistency, logic and significance of care, in order to correct oneself when appropriate in the context of caring for a person. 3.2 Identify possible nursing interventions for a person with complex needs, based on health information and clinical presentation. 3.3 Raise the issue with the registered nurse where the nursing interventions are at odds with an already prescribed course of action by multidisciplinary team. 3.4 Explain clearly the reasoning behind specific decisions and actions being taken in the context of the health care of the person. 3.5 Identify areas for quality improvement including to organisation processes in the care of a person with complex needs.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTENN005 Contribute to nursing care of a person with complex needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Supersedes HLTEN505C

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional standards of practice, codes and guidelines
- analysed, planned and evaluated the health care of 3 people using health information and clinical presentation to determine possible nursing interventions, in consultation with a registered nurse in the workplace
- performed interventions in the workplace or in a simulated environment, specific to care of a person with complex needs including:
  - monitoring of neurological observations to recognise a deteriorating person
  - recording of 12 lead electrocardiogram (ECG)
  - removal of indwelling catheter
- emptied and changed 1 urinary drainage bag in the workplace.

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:

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- common disorders and conditions, and the correct terminology for:
  - musculoskeletal disorders and conditions
  - skin disorders and conditions
  - cardiovascular disorders and conditions
  - respiratory system disorders and conditions
  - gastrointestinal disorders and conditions
  - ear disorders and conditions
  - eye disorders and conditions
  - nervous system disorder
  - endocrine disorders and conditions
  - urinary system disorders and conditions
  - reproductive system disorders and conditions
- diagnostic tests for diagnosis of common conditions and disorders of body systems including:
  - incentive spirometry and peak flow
  - recording a 12 lead electrocardiogram (ECG)
  - monitoring oxygen saturation levels
- collecting specimens other than blood
- how to perform the following nursing interventions:
  - assisting a person to don anti-embolic stockings
  - caring for drainage tube systems associated with tubes and drains inserted into the body
  - emptying and changing ostomy bag
  - emptying and changing a urinary drainage bag
  - providing care of suprapubic catheter
  - inserting and removing indwelling catheters (IDC) including insertion for male and female genitourinary anatomy
  - applying isolation nursing practices
  - inserting and removing nasogastric tubes (NG)
  - feeding through nasogastric tubes (NG) and percutaneous feeding tube
- mediation, negotiation and conflict resolution as associated with nursing intervention principles for recognising a deteriorating person
- referral options and resources available in community and health care settings
- critical thinking, including its characteristics and the differences between critical thinking, creative thinking and problem-solving
- resources for the Core Standards for nurses who support people with a disability (NSW Family and Community Services)
  - Working with People with Chronic and Complex Health Care Needs
- nursing interventions associated with reproductive and urinary system disorders and conditions including conditions which require a bladder washout.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - 12 lead ECG monitoring device
  - neurological assessment equipment
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN006 Apply principles of wound management in the clinical environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN506B

Application

This unit describes the skills and knowledge required to apply contemporary wound management principles to the care of various types of wounds. It involves working with the interdisciplinary health care team to contribute to assessment, treatment and ongoing management of a person's wounds.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply protocols for wound assessment.	1.1 Use appropriate medical terminology when assessing, reporting and recording data on wounds. 1.2 Use strategies to minimise cross-infection during

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ELEMENT	PERFORMANCE CRITERIA
	assessment and implementation of wound management strategies. 1.3 Observe orders and instructions relating to non-disturbance of dressings.
2. Assess impact of wound on a person, family or carer.	2.1 Assist in performing holistic assessment of the person with a wound. 2.2 Apply knowledge of the physiological and biochemical processes associated with normal wound healing when assessing the person's wound. 2.3 Consider factors that impact on wound healing, including psychosocial impact of a wound on the person's daily living activities. 2.4 Consider common problems and complications of wounds when assessing the person's wound. 2.5 Discuss modes of transmission of infection and infection development with the person, family or carer.
3. Contribute to planning care for a person with a wound.	3.1 Consider primary health care principles and holistic approaches when planning care for the person with a wound. 3.2 Access wound care experts to assist in decision-making for wound care management. 3.3 Maintain current knowledge and use an evidence-based and problem-solving approach in contributing to analysis and planning of appropriate wound care management strategies. 3.4 Contribute to an individual wound management plan for the person in consultation and collaboration with the person, registered nurse and the interdisciplinary health care team. 3.5 Discuss preventative wound care strategies with the person, family or carer. 3.6 Identify the person's comfort needs such as pain relief in consultation with registered nurse before undertaking wound care.
4. Undertake clinical nursing	4.1 Use contemporary assessment tools accurately.

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ELEMENT	PERFORMANCE CRITERIA
care in implementing wound care strategies.	4.2 Implement wound care strategies, taking into account legislation and organisation policy and procedures. 4.3 In consultation and collaboration with the interdisciplinary health care team, identify wound management products and techniques appropriate to the identified phase of wound healing, and collect all resources required for the procedure. 4.4 Collect specimens required for microbiology and cytology according to organisation policy and procedures. 4.5 Dispose of all articles including hazardous waste appropriately according to organisation policy and procedures. 4.6 Make the person comfortable, and complete required documentation.
5. Apply contemporary wound management strategies to complex or challenging wounds.	5.1 Apply knowledge of wound complexity and the pathological processes of wound healing for complex or challenging wounds 5.2 Identify common problems and complications of complex and challenging wounds. 5.3 Follow aseptic technique for a clean surgical wound and use infection prevention techniques appropriate to the type of wound. 5.4 Remove sutures, clips and drains from a person and replace wound drainage bag as directed by a registered nurse. 5.5 Implement appropriate contemporary wound management strategies to manage the person’s complex or challenging wounds. 5.6 Participate with the interdisciplinary health care team in making an assessment of the person with a complex or challenging wound within an holistic framework. 5.7 Create and review individualised plans of care for the person with a complex or challenging wound.
6. Assist in evaluating outcomes of nursing actions.	6.1 Ensure involvement of the person in the evaluation process. 6.2 Monitor the person’s response to wound management strategies, and their progress towards planned wound

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ELEMENT	PERFORMANCE CRITERIA
	management goals.
	6.3 Evaluate, document and communicate progress of wound healing and wound care strategy outcomes to the appropriate members of the interdisciplinary health care team using contemporary terminology.
	6.4 Assist in assessing effectiveness of the person's wound management strategies and products used.
	6.5 Modify wound management strategies, procedures and goals for the individual person.
	6.6 Work within a cost effective framework.
	6.7 Identify and plan health education and promotion strategies for the person in consultation and collaboration with the registered nurse.

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

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

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Assessment Requirements for HLTENN006 Apply principles of wound management in the clinical environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN506B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- performed wound care management, including wound assessment, health education and evaluation of the person's wound care in the workplace on 3 wounds, of which at least 1 must involve a simple wound dressing and at least 1 must involve a complex wound dressing.

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:

- National Safety and Quality Health Service (NSQHS) Standards
- chain of infection
  - infection transmission
  - defences
  - immunity and host factors
  - compliance with current infection control practices and guidelines

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- community and educational resources and professional organisations associated with wound management
- historical development of contemporary wound management strategies
- pain management and medication administration timeframes appropriate to wound care
- causes of wounds:
  - micro-organisms
  - common fungal infections
  - common viral infections
- organisation policy and procedures for wound care
- wound management terminology
- wound management techniques including:
  - wound debridement
  - wound drains and wound drainage systems
  - wound specimen collection
  - interpreting laboratory results in consultation with registered nurse or interdisciplinary team
  - doppler assessment
  - compression therapy
  - wound cleansing techniques
  - wound measurement
  - clinical photography
  - wound tracing
- acute and chronic wounds including:
  - surgical wounds
  - pressure ulcers
  - venous ulcers
  - arterial ulcers
  - mixed ulcers
  - discharging wounds
  - malignant wounds
  - neuropathic ulceration wounds
  - infected wounds
  - burns
  - fistulas and sinuses
  - skin grafts
  - visceral wounds
- wound management strategies including:
  - wound management principles
  - moist wound healing
  - holistic assessment

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  - individualised wound management plan of care
  - problem solving framework
  - skin assessment
  - risk assessment
  - pressure support and relieving devices
  - prevention programs
  - wound characteristics
  - visceral wound management
- selection of wound products including:
  - primary dressing
  - secondary dressing
  - wound cleansing
- comfort needs of people with wounds such as the need for pain management and relief.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - wound care manikins
  - wound care products
  - dressing packs
  - standard precautions and personal protective equipment (PPE)
  - information and documentation such as wound care plans on which the candidate bases the planning process
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN007 Administer and monitor medicines and intravenous therapy

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged with HLTEN507C and HLTEN519C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to administer and monitor medications and intravenous (IV) therapy including calculating dosage requirements, interpreting written instructions from an authorised prescriber, assessing the person for medication effectiveness and side effects, and responding to an allergic pharmacological reaction.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Minimise potential risk to ensure safe administration of	1.1 Refer to drugs and poisons schedules and classifications as determined by law.

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
medications.	1.2 Identify the purpose and function of prescribed medicine and intravenous (IV) therapy. 1.3 Identify pharmacology and substance incompatibilities in relation to specific situations involving medication administration, blood and blood products.
2. Prepare for medication administration and infusion of IV fluids.	2.1 Explain the process of medication administration or IV fluid infusion to the person, and ensure their readiness and understanding. 2.2 Identify correct administration route or site for each medication or IV fluid to be administered, and position the person appropriately. 2.3 Consider the effect of commonly used medications and IV fluids on the body before medication administration and IV infusion. 2.4 Calculate accurate dosages and IV infusion rates for administration of drugs. 2.5 Prepare medications in accordance with legislative and jurisdictional requirements and organisation policy and procedures. 2.6 Identify medication administration techniques and precautions specific to the person’s situation and as per medication orders. 2.7 Prepare blood and blood products for blood transfusions according to organisation policy and procedures.
3. Administer and store medication.	3.1 Administer medication or IV fluid to the person applying the ‘Rights of Medication’ concept and in accordance with the jurisdictional and legislative requirements and organisation policy and procedures. 3.2 Secure medications in a safe manner during medication administration. 3.3 Apply quality practices in management and use of medications, and undertake risk assessment practices that

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	relate to medication administration.
	3.4 Report to the registered nurse a person's refusal of medication or IV therapy or suspected incomplete medication ingestion.
	3.5 Ensure medication and blood and blood products are stored, handled and disposed of according to organisation policy and procedures and manufacturers' instructions.
4. Monitor and evaluate a person's response to administered medication, IV fluids and blood and blood products.	4.1 Document and monitor observations of the person's response and whether intended outcome of administered medications, IV fluids and blood and blood products is achieved.
	4.2 Recognise, record and report acute and delayed adverse reactions of the person to medications, and implement emergency actions within own role responsibility.
	4.3 Record, report and evaluate fluid and electrolyte imbalances, and monitor the effect on the person of medicines commonly administered with IV fluids.
	4.4 Remove IV cannula according to organisation policy and procedures
	4.5 Provide educative information to the person, their family or carer concerning the administration of medicines including possible side effects.
5. Assess effectiveness of pain-relieving therapy.	5.1 Observe and question the person to identify signs of pain or discomfort.
	5.2 Clarify the location and nature of pain or discomfort, taking into account factors that may influence the person's perception of pain.
	5.3 Ensure consistency in interpreting observations and evaluating the person's pain using the pain assessment scale.
	5.4 Identify a range of prescribed medications and complementary strategies that may assist in alleviating pain and discomfort.

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	5.5 Assess and manage effectiveness of pain-relieving medication and non-medication therapies for the person experiencing pain.
	5.6 Record observations of the person and own evaluation the effectiveness of pain management strategies.

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

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

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Assessment Requirements for HLTENN007 Administer and monitor medicines and intravenous therapy

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged with HLTEN507C and HLTEN519C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- calculated medications with 100% accuracy and used the ‘Rights of Medication’ to administer medication to at least 2 people in simulation and at least 3 people in the workplace, and which must include the following routes:
  - oral
  - sub-cutaneous injection
- calculated medications with 100% accuracy and used the ‘Rights of Medication’ to administer medication in the workplace or in a simulation environment to at least 2 people, and which must include the following routes:
  - intramuscular injections
  - peripheral IV injection
- safely prepared equipment for IV therapy and blood and blood products administration, and monitored IV therapy and blood and blood products administration in the workplace or in simulated environment to at least 2 people including assessing cannula site.

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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:

- legal requirements for practice parameters of enrolled nurse in relation to the administration and documentation of medications, including legal requirements for each route of administration
- legal and regulatory framework including
  - health (drugs and poisons) regulations
  - State/Territory drugs and poisons Acts
  - State/Territory nurse regulatory authority codes and guidelines
  - National Safety and Quality Health Standard (NSQHS) 'Preventing and Controlling Health Care Associated Infections'
  - Visual Infusion Phlebitis Score (VIPS)
  - scheduled medications and interpretation of scheduling of medications - Schedule 2, Schedule 3, Schedule 4, Schedule 8
- forms of medication and how they are handled, calculated, administered and stored, including:
  - capsules
  - drops
  - inhalants
  - liquid
  - lotions and creams
  - ointments
  - patches
  - powders
  - tablets
  - wafers
  - suppositories
- pharmacology of medications, including:
  - pharmacodynamics
  - pharmacokinetics
  - pharmacotherapeutics
  - toxicology
  - anaphylactic reactions
  - adverse reactions
  - contraindications
  - precautions
  - side effects
- potential complications of blood transfusion including:

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  - pain at IV site and arm
  - loin pain
  - urticaria (hives)
  - nausea and vomiting
  - headache
  - flushing, chills or fever
  - anxiety
  - tachycardia
  - wheezing, progressing to cyanosis
  - haematuria
  - anaphylactic reaction or shock
  - cardiac arrest
  - death
- how to transport, store, handle, check and dispose blood and blood products safely
- 'Rights of medication' - the right medication (drug, medication, medicines), right dose, right prescription (documentation), right route, right time, right person, right expiration date, right to refuse
- how medication is administered via the following routes or methods:
  - oral
  - sublingual, buccal
  - dry powder inhalers
  - metered dose, spacer inhalers
  - nebulisers
  - oxygen therapy
  - subcutaneous injection
  - intramuscular injections
  - IV injections
  - Z-track injections
  - peripheral IV infusion, cannulation fluid
  - enteral administration - Percutaneous Gastrostomy (PEG) as well as nasogastric tubes
  - intranasal, including nebulised medications
  - ocular
  - rectal
  - subcutaneous, intramuscular routes
  - sub-cutaneous injection using pre-loaded syringes or pens
  - topical, including transdermal
  - vaginal
  - ventrogluteal injection technique
- IV medication administration methods including:
  - bolus

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- gravity
- electronic pump infusion
- via burette
- IV piggyback, tandem
- syringe driver
- sub-cut lines

- pathophysiology related to medicine groups including but not limited to:

Anaesthetics Analgesia Antacids Antianginals antianxiety Antiarrhythmics Antibiotics Anticholinergics Anticoagulants	Anticonvulsants Antidepressants Antidiarrhoeals Antiemetics Antifungals Antihistamines Antihypertentives Anti-inflammatory
Antineoplastics Antiparkinsonion Antipruritic Antipsychotics Antiseptics Antiulcer Antivirals Anxiolytics	Hormones Hypnotics, sedatives Hypoglycaemics Insulin
Beta-blockers Bronchodilators	Electrolyte solutions
Laxatives/aperients	Ophthalmic, otic nasal medications
Contraceptives Corticosteroids	Diuretics
Narcotic analgesia Neuroleptics	Vitamins

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- factors to consider when calculating medication dosages including:
  - calculation formulae
  - calculation of dosages of injectable drugs including liquid, solid unit dosages
  - flow rate drops per minute
  - flow rate millilitres per hour
  - paediatric dosage calculations - considering body weight, surface area and age-related dose reduction
  - geriatric dosage calculations - considering body weight, surface area and age
  - dose administration aids (DAAs) where dose is already calculated
- organisation policy and procedure for addressing medication errors
- drugs commonly used for fluid and electrolyte imbalance:
  - acidifiers, alkalisers
  - diuretics
  - electrolytes
  - replacement solutions.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence. The requirement of the performance evidence to calculate medication with 100% accuracy and used the ‘Rights of Medication’ to administer medication must be demonstrated using simulation before being demonstrated in the workplace and with members of the public. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council’s Standards including:
  - simulation manikins appropriate for the administration of medications via various routes including IV
  - equipment for medication administration via various routes, including:
    - pill cutter and pill crusher
    - nebuliser
    - Monthly Index of Medical Specialties (MIMS)
  - samples of medications, including:
    - tablets
    - capsules
    - drops
    - enema
    - inhalants
    - liquid (ampoules, bottles, capsules)
    - lotion and cream

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    - ointments
    - patches
    - powders
    - wafers
    - suppositories
    - pre-loaded sub-cutaneous injections
  - pharmacology resources for medication interactions
  - equipment for IV therapy, including:
    - variety of IV line sets for gravity infusion, blood and blood products, IV injections and electronic pump infusions
    - syringe pump
  - information and documentation such as medication charts on which the candidate bases the planning
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN008 Apply legal and ethical parameters to nursing practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN509B

Application

This unit describes the skills and knowledge required to within work legal and ethical parameters in professional nursing practice, including supporting rights and meeting duty of care requirements.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Perform within scope of professional nursing practice.	1.1 Identify legal and regulatory requirements including Acts and guidelines, and explain how these requirements impact own nursing practice. 1.2 Comply with requirements of current legislation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	related to nursing practice and identify implications of non-compliance.
	1.3 Apply codes of ethics, codes of conduct and the content of enrolled nurse competency standards for practice in own nursing practice.
	1.4 Function within the scope of jurisdictional requirements for enrolled nurse practice.
	1.5 Respond to each person in accordance with organisation policy and procedures, including responding appropriately and sensitively to complaints.
	1.6 Refer outside requests for a person's information to a registered nurse.
	1.7 Complete all documentation in accordance with State/Territory legislation and organisation policy and procedures.
	1.8 Monitor own compliance with legal obligations and requirements.
2. Apply knowledge of the legal framework to nursing practice.	2.1 Demonstrate knowledge of relevant law, including legal processes, principles and penalties in own nursing practice.
	2.2 Accurately apply concepts of negligence, duty of care and vicarious liability to professional practice as an enrolled nurse.
	2.3 Obtain required consent to treatment from each person before undertaking treatment or processes.
	2.4 Apply principles of restraint appropriately, demonstrating the correct intent and application of restraint.
	2.5 Use correct common legal terms associated with nursing practice, and correctly interpret their meaning and implications for nursing practice.
	2.6 Apply legal requirements and organisation expectations and requirements in writing reports in own nursing practice.
	2.7 Apply mandatory reporting processes in line with

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	jurisdictional requirements.
	2.8 Observe the person's privacy and confidentiality requirements in accordance with legislative requirements and organisation policy and procedures.
	2.9 Interpret referrals or requests for tests on receipt, ensuring the nature and requirements of tests are correctly identified, and seek clarification where required.
3. Apply ethical concepts to clinical practice.	3.1 Identify and describe the concept of ethics and its place in nursing practice.
	3.2 Demonstrate ethical practice in own interactions with the person and their family or carers and colleagues.
	3.3 Maintain own awareness of contemporary ethical issues and potential conflicts of interest that may impact nursing practice.
	3.4 Identify, document and report potential ethical issues in accordance with organisation policies and procedures.
	3.5 Develop and implement strategies to resolve ethical issues within own nursing practice in accordance with role parameters.
4. Support the rights, interests and needs of the person and their family.	4.1 Comply with legal responsibilities and duty of care requirements in all care activities and other interactions with the person, their family and carer.
	4.2 Support the person's rights, interests and decisions.
	4.3 Encourage the person to exercise their right to make informed decisions about their care.
	4.4 Demonstrate respect and support for the dignity of the person and their family members.
	4.5 Advocate for the person, their family or carer in accordance with jurisdictional enrolled nurse scope of practice.
5. Apply open disclosure processes.	5.1 Research and reflect on the practice of open disclosure and how it applies to own role as an enrolled

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	nurse.
	5.2 Apply the principles and processes of open disclosure in own work in a health care environment.
	5.3 Identify the roles of other health care workers in relation to open disclosure.

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

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

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Assessment Requirements for HLTENN008 Apply legal and ethical parameters to nursing practice

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN509B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- demonstrated, through involvement in 2 specific documented situations in the workplace, the ability to work within the legal and ethical parameters that apply to professional nursing 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:

- legal and ethical considerations (national, State/Territory, local) relevant to the nursing profession, and how these are applied in nursing practice:
  - children in the workplace
  - 'Code of ethics for nurses in Australia' and the 'Code of professional conduct for nurses' (Nursing and Midwifery Board of Australia)
  - codes of practice
  - continuing professional education opportunities
  - discrimination - direct and indirect - and its implications

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- duty of care
- equal employment opportunity (EEO)
- human rights including access to healthcare
- informed consent
- insurance requirements including professional indemnity insurance arrangements for enrolled nurses
- life and death issues:
  - power of Attorney
  - living wills and advanced directives
  - guardianship
- mandatory reporting
- Nursing and Midwifery Board of Australia nursing practice guidelines, standards and fact sheets:
  - enrolled nurse competency standards for practice
  - professional boundaries
  - professional practice guidelines
  - decision-making framework (DMF) including the nursing flowchart
  - re-entry to practice
  - registration guidelines
  - recency of practice fact sheet
- privacy, confidentiality and disclosure
- policy frameworks for nursing practice
- social media policy and the potential implications this has on ethics, professionalism and nursing in the health care environment
- specific Commonwealth and State/Territory legislation and legal provisions that affect the development of nursing programs and provision of services and procedures, including but not limited to:
  - *Health Practitioner Regulation National Law Act* (the National Law) enacted in each State/Territory
  - National Safety and Quality Health Service (NSQHS) Standards
  - health (drugs and poisons) legislation
  - mental health legislation
  - *Privacy Act 1988* (Cwlth)
  - *Health Records Act 2012* (Cwlth)
  - *Aged Care Act 1997* (Cwlth)
  - carers recognition legislation
  - *Criminal Code Act 1985* (Cwlth)
  - *Disability Discrimination Act 1992* (Cwlth) and other anti-discrimination legislation
  - children and young people legislation enacted in each State/Territory
  - working with children legislation as enforced in each State/Territory

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    - workplace health and safety (WHS) legislation
  - role of the Nursing and Midwifery Board of Australia in regulating the nursing profession
  - ethical decision making models
  - contemporary ethical concepts and principles in nursing:
    - autonomy
    - beneficence and non-maleficence
    - confidentiality
    - justice
    - rights
    - veracity
- application of ethical principles to enrolled nurse practice, including:
  - definitions of ethics, bioethics and nursing ethics
  - theoretical concepts informing ethical conduct
  - ethical issues, for example in relation to:
    - abortion
    - tissue transplantation
    - reproductive technology
    - organ donation
    - euthanasia and assisted suicide
    - restraint
    - open disclosure
    - mandatory reporting
    - quality of life
    - conscientious objection
    - abuse
    - consent
    - artificially prolonging life
    - refusal and withdrawal of treatment
    - stem cell research
    - ‘not for resuscitation’ orders
    - cultural and religious matters
- application of the law to enrolled nurse practice including:
  - Law - civil, common and statute law, the court system, precedents, sources
  - Law of torts - negligence, trespass, assault and battery, types of consent, valid consent, legal and intellectual, capacity, clinical incapacity, false imprisonment and defamation
  - Common legal terms - vicarious liability, defendant, plaintiff, harassment, expert witness, coronial inquests, functions of the coroner, giving evidence to the coroner.

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in accordance with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - access to information system where a person's health information is stored and recorded
  - access to health legislation, regulations and plain English information on the legal and ethical parameters applied to nursing practice and on which the candidate's planning is based
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN009 Implement and monitor care for a person with mental health conditions

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN510B

Application

This unit describes the skills and knowledge required to contribute to the nursing care and management of a person with a mental health condition.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and address State/Territory mental health legislation requirements.	1.1 Identify and correctly interpret the key features of mental health legislation as they apply to own work practices and the health care setting. 1.2 Describe the values and philosophies that apply to mental health care.

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Support the rights of the person with a mental health condition.
	1.4 Work in a manner that reflects the underpinning values and philosophies of mental health care and is consistent with legal obligations.
2. Respond appropriately to signs of mental illness.	2.1 Identify conditions relating to the mental state and behaviour of the person correctly, using broad classifications of mental illness and terms associated with mental health conditions.
	2.2 Recognise the signs and symptoms of mental health conditions and respond within the role of an enrolled nurse.
	2.3 Recognise biopsychosocial effects of mental health conditions.
	2.4 Recognise the impacts that discrimination, negative stereotyping and stigma can have on a person with mental illness, and ensure own interactions with the person are positive.
	2.5 Use negotiation skills as required with the person who has a mental health condition.
3. Contribute to care planning and conduct initial clinical observations for a person with a mental health condition.	3.1 Undertake a risk assessment of the person, using recognised risk assessment methodology and under supervision of a registered nurse.
	3.2 Participate in the interdisciplinary health care team and, within enrolled nurse role, assist to develop the plan of care for the person.
	3.3 Observe and document the person’s behaviour, and identify signs and symptoms of reduced physical health and changes to behaviour.
	3.4 Provide health promotion and educational strategies in accordance with organisation procedures when the person exhibits signs and symptoms of reduced physical health.
	3.5 Participate in interdisciplinary team meetings and liaise with service providers within enrolled nurse role to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	ensure resources and approaches used in care planning meet individual or group needs.
	3.6 Apply recovery principles to nursing care with support from interdisciplinary team to maximise health outcomes for individuals and groups.
4. Contribute to the recovery of a person with a mental health condition.	4.1 Plan, prioritise and implement nursing interventions in collaboration with the person, registered nurse interdisciplinary health care team, and where appropriate, with the person's family or carer.
	4.2 Work in a manner that reflects respect for the person's dignity and uniqueness, and use strategies to empower the person to contribute to their own plan of care.
	4.3 Assist the person, their family or carer to participate in appropriate therapeutic interventions.
	4.4 Confirm that the person understands the use, administration methods and possible effects of medications to be used including known specific adverse effects.
	4.5 Advise the person, or their family or carer, on relevant community resources and opportunities, adapting the advice to individuals as required.
	4.6 Support the person, as a valued member of the community to build on their own strengths and to take as much responsibility as possible for decisions that affect their lives.
	4.7 Identify and apply principles of contemporary, evidenced-based nursing practice that reflect recovery-oriented care for a person who has a mental health condition.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTENN009 Implement and monitor care for a person with mental health conditions

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN510B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- analysed, planned and evaluated the health care of 2 people with a mental health condition, using health information and clinical presentation to reach a conclusion of possible nursing interventions appropriate to their mental health condition, and in consultation with a registered nurse in the workplace.

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:

- application of nursing theory to a mental health context
- social, psychological, cognitive and physical factors associated with mental health conditions
- consumer and carer perspectives on mental health care
- impact of stigma, discrimination, culture and belief systems on a person with a mental health condition
- common mental health conditions by classification or disorder, and their treatment and management including:

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  - mood disorders
  - personality disorders
  - anxiety disorders
  - psychoses
  - organic disorders
  - panic disorder
  - social phobia and specific phobias
  - obsessive-compulsive disorder
  - post-traumatic stress disorder
  - depression
  - bipolar disorder
  - eating disorders
  - borderline personality disorder
  - schizophrenia
  - dementia
  - delirium
  - anxiety disorder
- appropriate response to a person in distress or crisis including:
  - applying appropriate communication skills with the person
  - identifying possible causal factors and addressing where possible
  - enlisting support and assistance from colleagues
- common behaviours associated with a range of mental health conditions, and the effect of behaviours on the person and others
- how to manage challenging behaviours including recognising triggers and deflecting them, using active listening and observation skills, ensuring effective communication and seeking expert assistance
- the principles of recovery in the mental health context
- national framework for recovery-orientated mental health services (Australian Government):
  - principles of recovery-oriented practice
  - evidence-based practice in the context of recovery
- key features of the mental health legislation including:
  - objectives
  - involuntary admission
  - consumer rights
  - involuntary review processes
  - seclusion and restraint
  - admission procedures
  - community treatment orders
  - role of the mental health practitioner
  - consent

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  - confidentiality
- definition of key terms associated with mental illness
- strategies for managing oral health issues and possible causes such as the side effects of medication, poor nutrition and reduced motivation for self-care.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including
  - risk assessment tools appropriate to professional nursing practice
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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HLTENN010 Apply a palliative approach in nursing practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN511B

Application

This unit describes the skills and knowledge required to provide nursing care using a palliative approach in care environments such as hospitals, home and community care, hospices and long-term care facilities.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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.*
1. Recognise the special needs of a person requiring a palliative approach to care.	1.1 Apply principles of palliative care and the palliative approach in undertaking holistic assessment of the person. 1.2 Apply knowledge of pathophysiological changes associated with a life-limiting illness and the needs of the

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ELEMENT	PERFORMANCE CRITERIA
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.*
	person.
	1.3 Assess a person's pain management, and implement strategies to address pain and any medication-induced constipation in consultation with registered nurse.
	1.4 Identify and respect the person's needs in relation to their lifestyle, social context and emotional and spiritual choices, and document these in accordance with care plan.
	1.5 Identify and work within roles and responsibilities of the inter-disciplinary team when planning palliative care for the person.
	1.6 Apply in own practice an awareness of the psychosocial impact of palliative care on the person's family or carer.
2. Support person, family or carers using the palliative approach.	2.1 Provide the person, family or carer with opportunities to discuss spiritual and cultural issues in an open and non-judgmental manner.
	2.2 Use effective communication techniques and access relevant support services to provide a supportive environment for the person, family or carer.
	2.3 Monitor the person's condition and provide accurate and timely information on stages of dying to the person, family or carer, ensuring that information-provision respects their wishes.
	2.4 Identify and address legal and ethical implications of implementing advance care planning (ACP) and advance care directives (ACD).
3. Identify and respond to signs of deterioration and the stages of dying.	3.1 Apply knowledge of the physiology of dying in supporting the person, family or carer as they experience the person's dying process.
	3.2 Identify signs of respiratory and swallowing difficulties and implement management strategies in accordance with ACP or ACD.
	3.3 Address malignant wound management in accordance

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ELEMENT	PERFORMANCE CRITERIA
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.*
	with the unique needs of non-healing wounds of a deteriorating person.
	3.4 Identify and report signs of the person's deterioration or imminent death in accordance with ACP or ACD.
	3.5 Support the dignity of the person when undertaking all care activities in their end-of-life stages as well as after their death.
	3.6 Identify and reflect on any ethical issues or concerns about the person, and discuss with an appropriate person according to organisation procedures.
4. Care for the person's body after death and provide support for the family and others.	4.1 Apply knowledge of legislation to own role and responsibilities when a person dies.
	4.2 Provide care of a person's body after death using standard precautions and in accordance with organisation policy and procedures.
	4.3 Ensure care of the person's body is carried out with dignity and respect, and that the person's individual customs, culture, religion, spiritual practices and choices are taken into account.
	4.4 Discuss support needs and resources including the accessibility and availability of resources with the family, carer or others requiring bereavement care.
	4.5 Provide emotional support to the person, family or carer in relation to grief, loss and bereavement.
5. Provide for own self-care in palliative care role.	5.1 Identify own need for self-care and support and implement effective ways to sustain own social and emotional wellbeing.
	5.2 Encourage self and colleagues to access support and, where indicated, participate in professional debriefing.

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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

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

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Assessment Requirements for HLTENN010 Apply a palliative approach in nursing practice

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN511B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- analysed health information and clinical presentation of 1 person to reach an accurate conclusion of possible palliative care planning and nursing interventions in consultation with a registered nurse
- provide nursing care using a palliative approach to 1 person in the workplace including performing nursing interventions with the person through the end-of-life stages and professional interactions with the family or carer.

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:

- how to identify needs of the person, family or carers during the palliative approach to health care
- State/Territory legislation on advance care planning, advance care directives and notification of a death
- diverse cultural, religious and spiritual factors underpinning the persons choices at end-of-life

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- ethical and legal issues related to a palliative care approach including:
  - decisions regarding advance care directives
  - conflicts that may occur in relation to personal values and decisions made by or for the person
  - organ donation
  - request for autopsy
- hydration and nutrition requirements during palliative care and at end-of-life
- pain management including:
  - medication administered using a syringe driver or intima sub-cut lines
  - common non-pharmaceutical and complementary care
- indications and contraindications for use of syringe drivers in administration of pain medication
- indications for intima sub cut lines for pain relief, anti-nausea and steroid injections
- impact of loss and grief on person, family or carers and staff members
- own role and responsibilities, and those of other team members involved in palliative care
- relevant organisation policies, procedures, protocols and practices in relation to palliative care
- relevant resources available to those requiring grief and bereavement support.

Assessment Conditions

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

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - advance care directives
  - organisation policies and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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HLTENN011 Implement and monitor care for a person with acute health problems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN512B

Application

This unit describes the skills and knowledge required to contribute to the care of the person with an acute health problem by performing clinical nursing skills and interventions that support the person's health care needs and assist them to regain optimal function and lifestyle.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify impact of acute health problems on a person, family or carer.	1.1 Identify actual and potential health issues of the person presenting with an acute health problem using information from a preliminary health assessment and in discussion with relevant interdisciplinary health care

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	team members. 1.2 Explain to the person, family or carer the potential physical and psychological impacts of acute health problems on daily living activities. 1.3 Identify the pathophysiology of the person's underlying or presenting condition, and confirm with the person, family or carer.
2. Contribute to planning care for a person with acute health problems.	2.1 Contribute effectively to discussions about the care of the person with registered nurse and other members of the health team. 2.2 Gather information and accurately document and report changes in the person's condition to appropriate interdisciplinary health care team members.
3. Perform nursing interventions to support health care of a person with acute health problems.	3.1 Assist in providing care for the person with a compromised airway including clearing of airways and interpreting health status using monitoring devices. 3.2 Provide care to the person requiring nutrition administered through a feeding tube or intravenous line. 3.3 Use critical thinking and problem-solving approaches in prioritising and modifying nursing interventions to reflect changes in the person's condition. 3.4 Contribute to the person's understanding of health care provided to assist them to regain optimal function through nursing interventions and health education. 3.5 Observe the person to identify any psychological support and care required due to the impact of acute health problems. 3.6 Ensure nursing interventions for pre- and post-procedure care for the person are in accordance with organisation policy and procedures.
4. Contribute to pre- and post-operative nursing care of a person.	4.1 Contribute to pre-operative nursing management of the person for specific surgical procedures. 4.2 Ensure pre-operative care takes into account the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	relationship between pre-operative care and post-operative complications.
	4.3 Contribute to post-anaesthetic observation of the person following surgery including identifying deterioration when the person is not regaining consciousness.
	4.4 Assist the person recovering from a range of anaesthesia to regain optimal health status, and take appropriate actions to reduce risks associated with immobility.
	4.5 Promote the person's post-operative comfort using pain management strategies and nursing care actions.
5. Contribute to an emergency response in the acute care environment.	5.1 Identify and confirm the roles and responsibilities of members of the emergency response team.
	5.2 Prepare and check emergency equipment.
	5.3 Identify emergency situations and respond to first aid requests from emergency response team, including accessing and preparing drugs used during advanced cardiopulmonary resuscitation.

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

No equivalent unit.

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Links

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Assessment Requirements for HLTENN011 Implement and monitor care for a person with acute health problems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN512B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- analysed health information and the clinical presentation of 1 person in the workplace or simulated environment to reach an accurate conclusion on possible health care planning and nursing interventions related to their acute health condition, in consultation with a registered nurse
- performed nursing interventions for 1 person undergoing a surgical procedure in the workplace, including pre-operative preparation and post-operative care
- implemented nursing interventions in the workplace or in a simulated environment specific to care of 1 person with acute health problems.

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:

- acute health problems including:
  - acute renal disorders
  - acute gastrointestinal disorders
  - acute neurological disorder

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  - acute pain
  - acute respiratory disorders
  - acute unconscious state
  - angina
  - burns
  - cellulitis
  - deep vein thrombosis, venous thromboembolism
  - dehydration
  - fractures
  - haemorrhage
  - head injury
  - myocardial infarction
  - renal calculi
  - sepsis
  - shock
- holistic approach to care in the acute care environment including nursing interventions and outcomes
- clinical manifestations of acute disease states and illnesses requiring complex nursing interventions
- emergency management protocols for first aid procedures and cardiac and respiratory arrest
- pre- and post-operative nursing management
- equipment used in acute care environments
- post-operative pain management strategies
- post-anaesthetic and post-operative observations, which may include:
  - level of consciousness and awareness of deterioration when the person is not regaining consciousness
  - fluid intake - intravenous (IV), central venous catheter (CVC), total parenteral nutrition (TPN), oral, nasogastric (NG)
  - complications of acute bed rest
  - risk assessment of patient’s stability on their feet
- how to perform complex interventions including:
  - tracheostomy suctioning
  - underwater seal drainage (UWSD) tube management
  - intercostal catheter care
- how to monitor a person with medical devices including:
  - continuous positive airway pressure (CPAP) and Bilevel positive airway pressure (BiPAP)
  - peripherally inserted central catheter (PICC)/midline management
- principles of surgical nursing and associated surgical procedures and related terminology including:

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- elective/emergency surgery
- general, local, epidural and spinal anaesthetic and peripheral nerve block
- amputation
- open reduction
- hip replacement
- craniotomy
- tonsillectomy
- appendectomy
- laparotomy
- hysterectomy
- prostatectomy
- cataract extraction
- internal bleeding due to trauma.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - monitoring device for oxygen therapy measurements
  - wound drains suction equipment
  - dressing packs
  - personal protective equipment
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN012 Implement and monitor care for a person with chronic health problems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN513B

Application

This unit describes the skills and knowledge required to contribute to the care of a person with chronic health problems by performing nursing interventions that support the person's needs and assist them in maintaining an optimal lifestyle.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify impact of chronic health problems on a person, family or carer.	1.1 Identify the person's chronic health problem and research possible impact of the condition on body systems and a person's ability to perform daily living activities.

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Seek information from the person, and as appropriate, with family or carer to confirm their understandings of the condition and its impact.
	1.3 Identify current treatments and determine available resources and support services by seeking information from interdisciplinary health team or the person.
	1.4 Identify community based care services that are available for the person with a need for restorative or rehabilitation care.
	1.5 Actively involve the person in the development of strategies to self-manage their condition.
2. Contribute to a coordinated service approach.	2.1 Identify current contribution of other agencies and professionals in supporting the person.
	2.2 Identify the level and type of contribution and support made by family or carer.
	2.3 Identify and meet own role and responsibilities in communicating and reporting the person's response to nursing interventions.
	2.4 Respond to variations in the person's needs in the context of a coordinated service approach.
	2.5 Contribute to health education and evaluate the person's understanding of their chronic health problems in consultation with interdisciplinary health team.

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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTENN012 Implement and monitor care for a person with chronic health problems

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN513B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- analysed health information and the clinical presentation of 1 person in the workplace or simulated environment to reach an accurate conclusion on possible nursing interventions related to their chronic health problems, in consultation with a registered nurse
- performed nursing interventions in the workplace to contribute to the support of 2 people who have chronic health problems.

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:

- broad context for chronic disease:
  - World Health Organisation (WHO) and other models of chronic disease
  - national health priorities for chronic disease
  - continuum of chronic disease
  - life variables that have an impact on health and well-being
  - impacts of chronic disease:

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    - social
    - emotional
    - physical
    - psychological
    - financial
- rehabilitation strategies, techniques and equipment used for chronic health conditions including:
    - physiotherapy
    - occupational therapy
    - hydrotherapy
    - Pilates
    - massage
    - art and music therapy
    - use of wheelchairs, scooters and walking aids
    - use of prosthetics
- clinical manifestations of chronic disease or chronic health conditions including:
    - common sites for cancer development
    - chronic asthma
    - chronic obstructive pulmonary disease
    - chronic pain including back pain
    - chronic renal failure
    - congestive heart failure
    - diabetes
    - eczema
    - incontinence
    - motor neurone disease
    - neurological injury
    - long-term unconsciousness
    - osteoarthritis
    - permanent and temporary tracheostomies
    - Parkinson’s disease
    - rheumatoid arthritis
    - stroke
    - systemic lupus erythematosus (SLE)
- strategies to address and manage chronic disease in the relevant work context:
    - prevention
    - use of various treatments
    - principles of and practices for person-focused nursing practice
    - maintenance of positive life roles
    - enabling change of a person’s behaviour over time

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  - stages of change, to establish readiness for attitudinal and behavioural change
  - palliative care
- resources for the Core Standards for nurses who support people with a disability (NSW Family and Community Services)
  - Working with People with Chronic and Complex Health Care Needs Core Standard for Nurses
  - Person Centred Health Care Assessments and the Development of Health Care Plans Core standard for Practitioners.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in accordance with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - assessment data
  - progressive notes of a de-identified person's medical history
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with the Nursing and Midwifery Board of Australia.

Links

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

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HLTENN013 Implement and monitor care of the older person

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN515B

Application

This unit describes the skills and knowledge required to perform nursing interventions to support the social and emotional wellbeing and nursing care needs of the older person in both acute care settings and residential care environments.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to the health requirements of an older person.	1.1 Apply knowledge in own practice of age-related physical changes and transitions and the psychosocial needs of the person and their family or carer. 1.2 Identify possible age-related effects of drugs and medications on the person and make adjustments as

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	required in consultation with registered nurse.
	1.3 Identify age-related pathophysiological disorders and how they may affect the person and their family or carer.
	1.4 Communicate effectively and appropriately with the person, including making adjustments for people who have sensory impairments.
	1.5 Perform preventive health assessment of the person to identify their needs in providing preventive care, in consultation and collaboration with a registered nurse.
	1.6 Adapt work practices to reflect knowledge of theories of ageing and apply best practice care guidelines for older people.
	1.7 Develop and implement strategies to ensure companionship and social inclusion in consultation with the person.
	1.8 Recognise signs that indicate the person has, or may develop, an oral health problem.
	1.9 Identify and respond to signs of distress or behaviours of concern, especially in a person unable to communicate their symptoms or concerns.
2. Contribute to the care plan for an older person.	2.1 Assess the person's health status in consultation and collaboration with registered nurse and using assessment tools specific to the aged care environment.
	2.2 Document and report health findings according to organisation procedures.
	2.3 Assist the person to identify their abilities and limitations in capacity for self-care.
	2.4 Contribute to development of the person's nursing care plan within the context of the health care setting and organisation policy and procedures.
	2.5 Ensure the person, and the family or carer as appropriate, understand the implications of the person's admission into the health care facility.
	2.6 Discuss with the person, family or carer possible impacts of age-related pathophysiological disorders

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	including impact on the person's capacity to perform daily living activities.
	2.7 Document responses to nursing interventions, and report changes and concerns to a registered nurse.
3. Apply nursing practice in the aged care environment.	3.1 Identify external factors and common stereotypes associated with ageing and how these can adversely impact the older person.
	3.2 Consider in own practice the impact of complex issues involved in aged care, including impacts on family or carer.
	3.3 Consider own values, attitudes and beliefs towards ageing and the older person, and monitor own performance to ensure all interventions are conducted appropriately and within scope of practice of the enrolled nurse.
	3.4 Promote health maintenance with the older person and provide relevant information on available community services for the person, family or carer.
4. Identify requirements and address issues in aged care nursing practice.	4.1 Identify legal requirements and possible ethical issues and other issues of concern in aged care practice, including possible signs of elder abuse.
	4.2 Ensure own work practice accords with legal requirements, is ethical and supports the rights and dignity of the older person and their family or carer.
	4.3 Advocate for the person, their family or carer as required within own role parameters and organisation policies and procedures.
	4.4 Observe and respond appropriately to physical, emotional and mental signs of stress in the person.
	4.5 Provide care for the deceased person using standard precautions and in accordance with organisation policy and procedures.
	4.6 Provide support and comfort for grieving family or carer within own role parameters.

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Use strategies that relate to the progressive and variable nature of dementia.	5.1 Identify the nature of dementia and use appropriate treatments and nursing interventions when working with the person with dementia. 5.2 Provide activities appropriate to the gender, culture and age of the person with dementia, reflecting their individual likes and dislikes. 5.3 Use a range of strategies, such as validation strategies, instructed activities and reorientating therapy to relieve distress and agitation in the person with dementia.
6. Develop and implement strategies to minimise impact of challenging behaviours.	6.1 Observe the person and document their behaviours and relevant environmental factors to assist in determining triggers contributing to challenging behaviour. 6.2 Consider potential impact the behaviours may have on the person and others in determining an appropriate response. 6.3 Implement best practice strategies that minimise the impact of behaviours, in consultation with the registered nurse and in accordance with organisation policies and procedures.

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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTENN013 Implement and monitor care of the older person

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN515B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- analysed health information and the clinical presentation of 2 older people to reach an accurate conclusion on possible nursing interventions related to their care, in consultation with a registered nurse
- performed nursing interventions and monitored nursing care for 1 older person with dementia and 1 older person with a physical disability.

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:

- the potential impacts of dual or multiple diagnoses on identification and prioritisation of the older person’s needs
- chronic age-related health problems
- continence care
- how to care for a deceased person
- oral hygiene for a partial or fully edentulous person including:
  - care of dental prosthetics

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  - screening for oral health conditions
  - soft tissue care
- counselling and support services and resources in the aged care environment and wider community
- difference between end-of-life care and palliative care
- functional assessment tools for assessing older people
- limitations and legal ramifications of physical, chemical and psychological restraint
- legal and ethical issues and considerations, and assessment tools relevant to the older person, including but not limited to:
  - advance care directives
  - *Aged Care Act 1997* (Cwlth)
  - Aged Care Funding Instrument (ACFI)
  - carers recognition legislation
  - aged care risk classification system
  - Code of ethics for nurses in Australia and the Code of professional conduct for nurses (Nursing and Midwifery Board of Australia)
  - Residential *Care Quality Assessment* (ResCareQA)
- nature of dementia as a progressive neurological condition, and strategies and nursing interventions that can be used with people with dementia
- primary health care and services for the older person
- stereotypes and influences on ageing
- strategies to respond to challenging behaviour including:
  - distraction such as reminiscing, walking and listening to music
  - behaviour modification
- physical triggers for behaviour including pain and not wearing the prescribed hearing aids or alternative listening devices
- complementary therapies
- the importance of a safe, physical, social and emotional environment for all older people, and particularly for people with dementia
- theories of ageing including:
  - biological theories
  - psychosocial theory
  - disengagement theory
  - social exchange theory
  - wear and tear theory
  - activity theory
- physiology of the ageing process as it relates to disease processes including in relation to:
  - sensory function
  - cardiac function
  - respiratory function
  - neurological function

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- musculoskeletal function
- genitourinary function
- endocrine function
- renal function
- sensory function
- oncological disorders
- skin integrity.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit

- use of suitable facilities, equipment and resources in accordance with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - dentures and dental prosthetics
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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HLTENN014 Contribute to maternal and infant health care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN520B

Application

This unit describes the skills and knowledge required to provide care to mother and newborn infant in a range of health care settings such as postnatal, neonatal, child and family health care and paediatric settings.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and registered midwives and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work as part of the interdisciplinary health care team caring for a mother and her newborn infant	1.1 Assist the registered midwife by performing delegated aspects of postnatal care for the mother and newborn infant 1.2 Use correct terminology associated with pregnancy, labour and antenatal care when providing care

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Contribute to the mother's education about lactation and assist in latching the newborn infant to the breast correctly and in line with current breastfeeding research
	1.4 Assist the mother to adopt safe practices in caring for the newborn infant
	1.5 Document and discuss observations and progress of the mother and newborn infant to assist in care planning in collaboration and consultation with the registered midwife
	1.6 Record observations of the mother and newborn infant, and report any abnormal observations to the registered nurse or midwife
	1.7 Provide holistic care for the mother and newborn infant to support maternal and infant health
2. Support mother and newborn infant towards identified goals	2.1 Identify and document goals in care plan, and evaluate progress of the mother and newborn infant towards the care goals
	2.2 Review and discuss with the registered nurse or midwife care goals that have not been achieved by the mother or newborn infant and update care planning
	2.3 Support the mother by demonstrating appropriate interactions with their newborn infant to assist in progress towards care goals
	2.4 Provide education to the mother on relevant aspects of maternal and infant health, and give information about support services in consultation and collaboration with the registered nurse or midwife

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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTENN014 Contribute to maternal and infant health care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN520B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- provided holistic maternity care for 2 mothers and their newborn infants in the workplace, in collaboration and consultation with the registered nurse or midwife and interdisciplinary health care team including:
  - umbilical cord care
  - preparation of feeding formulas
  - dressing newborn infant and changing newborn infant nappies
  - safe practice for bathing, holding, settling and positing the newborn infant for sleeping
  - care of the mother’s nipples.

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:

- role of the midwife in antenatal and postpartum care
- anatomy and physiology and associated terminology related to pregnancy, birth, postnatal period, lactation and care of the newborn infant

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- breastfeeding support
- primary health care approaches to care planning
- community support services for maternal and infant care
- common abnormalities of newborn infant
- common obstetric emergencies
- correct use of artificial formula:
  - preparation volumes to be consumed according to age
  - methods for sterilisation of equipment
- process of grief associated with infant death and appropriate care of the mother and family
- impact of cultural practices and beliefs in relation to birthing
- appropriate interactions with newborn infant including:
  - individual differences in newborn infant's need for rest and their sleep and rest patterns
  - signs of stress, distress or pain in newborn infant
  - practices that are safe and unsafe for use with newborn infants
  - diverse practices and routines used by various families and their underlying cultural or personal rationale
  - emotional, physical and language development of newborn infant
  - attachment theory
  - Sudden Infant Death Syndrome (SIDS) and safe sleeping techniques
  - brain development in newborn infant
- newborn screening
- principles for recognising a deteriorating mother or baby and the importance of immediately raising issues of concern
- World Health Organisation (WHO) code for breastfeeding and the development and establishment of breastfeeding and benefits of breast milk and breastfeeding
- umbilical cord care.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - newborn screening procedures
  - equipment suitable for bathing and changing a newborn infant
  - equipment suitable for positing a newborn infant for sleep
  - equipment suitable for umbilical cord care
  - bottles and formula
  - progressive notes of a de-identified person's medical history
  - organisation policy and procedures on which the candidate bases the planning.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia, and for assessments related to postnatal care of the mother and neonatal care of the newborn infant, assessors must hold registration as a Registered Midwife with Nursing and Midwifery Board of Australia.

Links

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HLTENN015 Apply nursing practice in the primary health care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN608B

Application

This unit describes the nursing skills and knowledge required to work in a primary health care environment including community-based, educational, occupational and informal settings, and in general practice.

Primary health care involves a person-centred and holistic approach to health care. It is made accessible to people by being located as close as possible to where they live, and supporting their full participation in a spirit of self-reliance and self-determination.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance Criteria specify the level of performance required to demonstrate achievement of the Element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Work as part of an interdisciplinary health care team in a primary health care environment	1.1 Apply principles of primary health care and work within the philosophical framework supporting primary health care system 1.2 Identify the primary health care service model and the roles and professional expertise of various members of the interdisciplinary health care team 1.3 Undertake effective decision-making and initiate action based on results of clinical assessment and in collaboration with various members of the interdisciplinary health care team
2. Recognise impact of a health problem on a person in the primary health care environment	2.1 Define health issues for the community or target group of the primary health care service, and reflect this knowledge in own work 2.2 Recognise clinical manifestations of health conditions affecting the health status of the person requiring primary health care 2.3 Review the person's records to determine priorities and potential areas of risk for implementation of primary health care 2.4 Discuss information gained from assessment of the person with appropriate members of the interdisciplinary health care team 2.5 Discuss the physical, psychological and social impacts of a health problem on daily living activities with the person and, with the person's consent, with family or carer 2.6 Identify actual or potential environmental health issues impacting the person requiring primary health care in consultation and collaboration with the registered nurse
3. Provide health education and health promotion for illness prevention	3.1 Identify health literacy issues that potentially inhibit the person's capacity to access, understand, evaluate and communicate information to maintain and improve their health 3.2 Adopt strategies to support the person's capacity to gain and understand information 3.3 Support the person to engage in illness prevention through health promotion programs to meet the person's needs

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Contribute to health policy in the primary health care environment and participate in health education programs for the person and community groups
4. Perform nursing interventions that support a person's health care needs	4.1 Ensure nursing interventions reflect the person's needs and individuality including considering cultural, religious, age and gender issues and the person's physical, psychological and social needs
	4.2 Implement nursing interventions using respectful practices that also support the person's dignity and privacy
	4.3 Encourage the person, family or carer to assist with the person's self-care care as appropriate
	4.4 Plan and adjust nursing interventions to assist the person to meet their daily living activities
	4.5 Identify and prioritise nursing interventions according to the person's needs
	4.6 Initiate appropriate first aid and other emergency treatment according to organisation policy and procedure
5. Evaluate outcomes of planned primary health care and promote suitable resources	5.1 Monitor, evaluate and document the person's response to nursing interventions and their progress toward primary health goals, and report findings to relevant interdisciplinary health care team
	5.2 Identify community and other resources to match the person's needs, and provide the person, family or carer with information on available resources and how to access them

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.

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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

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Assessment Requirements for HLTENN015 Apply nursing practice in the primary health care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN608B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- analysed health information and the clinical presentation of 1 person in the workplace to reach a substantiated conclusion about possible nursing interventions related to their primary health care needs, in consultation with a registered nurse
- reviewed and updated a plan of care for 1 person to address their specific primary health care needs.

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:

- health challenges facing Australian communities
- environmental health issues facing Australian communities
- philosophy underpinning primary health care
- care of a confused person
- care of a person with dementia
- emergency and first aid management of conditions and injuries
- age specific health issues for infants, children, adolescents, adults and older people

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- community and in-hospital resources and services available for medical conditions
- critical thinking and problem-solving strategies
- evidence-based practice
- health, including the illness continuum
- literature and professional bodies associated with primary health care management
- variety of forms of service delivery models including preventative, curative and rehabilitative.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - clinic room for the purpose of assessment
  - progressive notes of a person's medical history, de-identified for simulation
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN016 Apply nursing practice in the emergency care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN620B

Application

This unit describes the skills and knowledge required to work as part of the emergency care team in an emergency care environment such as a hospital emergency department, primary health care service or mobile hospital service.

Enrolled nurses working in emergency care need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes	*Performance Criteria specify the level of performance required to demonstrate achievement of the Element.*
1. Work as part of emergency health care team	1.1 Identify own role in providing emergency care and the contributions made by emergency services personnel, referring agencies, the hospital and others in the emergency care team
	1.2 Provide nursing care to the person in response to trauma and under emergency care conditions, supporting the emergency care team
	1.3 Work effectively in the emergency health care team to foster positive group dynamics with other health care professionals
	1.4 Identify and clarify emergency care needs of the person and discuss problems and complications with the person and their family or carer, as appropriate and within scope of practice
	1.5 Undertake appropriate pre-, intra- and post-diagnostic procedures in line with organisation policy and procedures and within scope of practice
	1.6 Assist in preparing the person for transport to another health care facility to meet their needs for further medical treatment or services
	1.7 Recognise potential and actual emergency situations and take action in accordance with organisation policies and procedures and scope of practice
	1.8 Record treatment provided to the person and their response to provided emergency care
2. Contribute to quality and safety of emergency nursing care.	2.1 Re-prioritise emergency care activities rapidly when in changing or changed circumstances as directed by the registered nurse
	2.2 Identify potential or actual risks when providing emergency care and participate in organisation risk assessment identification and risk management processes
	2.3 Use critical thinking and problem-solving approaches to propose actions and implement nursing interventions, in consultation with registered nurse
	2.4 Identify when the acuity of a person is beyond own skills and knowledge and promptly consult with registered nurse and relevant interdisciplinary health care team

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance Criteria specify the level of performance required to demonstrate achievement of the Element.*
3. Actively promote improvement and advancement of emergency nursing	3.1 Document outcomes of care and communicate findings to other members of the emergency care team in accordance with organisation policy
	3.2 Evaluate nursing interventions provided and consider identified outcomes against evidence-based best practice in emergency care nursing
	3.3 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice and acting as a resource for colleagues
	3.4 Recognise symptoms of stress and professional burnout in self, peers and colleagues, and refer to appropriate services within organisation policies and procedures and scope of practice

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

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

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Assessment Requirements for HLTENN016 Apply nursing practice in the emergency care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN620B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- worked as part of the emergency health care team in the workplace providing emergency nursing interventions for each of the following conditions:
  - bleeding from multiple injury sites
  - respiratory distress
  - unstable musculoskeletal injury
  - head, neck or spinal injuries
  - person with diabetes who has hypoglycaemia or hyperglycaemia
  - uncontrolled vomiting, diarrhoea and dehydration
  - confusion and aggressive behaviour
- provided advanced resuscitation on a simulation manikin and administered emergency medications according to organisation policy and procedures in a simulated environment
- conducted 2 specific activities in the workplace or simulated environment to support quality and promote safe innovations in emergency nursing to an emergency team based on knowledge acquired through own professional development and learning

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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:

- role of members participating in an emergency care team
- emergency care and first aid principles
- the following - sufficiently in-depth and specialised to make considered judgements and to make a professional contribution to the emergency care team:
  - anatomy, physiology and pathophysiology of musculoskeletal injuries and head, neck and spinal injuries
  - hypovolemic shock
  - poisonings and substance misuse
  - febrile convulsions and epilepsy
  - abusive and behaviour issues from injury or substance misuse
  - respiratory distress
  - emergency medical conditions
- interpretation of the following pathology and diagnostic tests:
  - blood tests commonly taken in emergency situations
  - skeletal X-rays
  - Computerised Tomography (CT) scans
  - Magnetic Resonance Imaging (MRI) scans
  - Positron Emission Tomography (PET) scans
  - Electrocardiogram (ECG).

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council’s Standards including:
  - airway management equipment
  - dressing packs and wound dressings
  - oxygen therapy equipment, oxygen cylinder, masks and tubing
  - splints
  - cervical collar
  - progressive notes of a de-identified person’s medical history
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN017 Apply nursing practice in the orthopaedic care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN601B

Application

This unit describes the skills and knowledge required to assist people with an orthopaedic conditions to regain optimal function and lifestyle.

Enrolled nurses providing orthopaedic nursing care need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential	*Performance criteria describe the performance needed to*

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outcomes	*demonstrate achievement of the element.*
1. Work in interdisciplinary health care team caring for a person with an orthopaedic condition	1.1 Provide nursing care that supports the interdisciplinary health care team in caring for the person with an orthopaedic condition 1.2 Work effectively in the interdisciplinary health care team to foster positive group dynamics with other health care professionals 1.3 Identify when the acuity of a person is beyond own skills and knowledge and promptly consult with registered nurse and relevant interdisciplinary health care team 1.4 Use critical thinking and problem-solving approaches to propose actions and implement nursing interventions, in consultation with registered nurse and relevant interdisciplinary health care team
2. Clarify the impact of the orthopaedic condition on the person, family and carer	2.1 Maintain current knowledge of orthopaedic conditions and associated pathophysiology as they apply to each clinical manifestation 2.2 Identify the psychosocial impact and potential complications for the person and clarify their needs 2.3 Discuss impacts and complications of the person's condition with the person, and their family or carer, as appropriate within scope of practice 2.4 Contribute to long-term management and planning of the recovery phase of care required for the person with an orthopaedic condition
3. Actively promote improvement and advancement of orthopaedic nursing	3.1 Monitor and evaluate own nursing care provided to the person to assist with organisation continuous improvement 3.2 Evaluate nursing interventions provided and consider outcomes against evidence-based best practice in orthopaedic nursing 3.3 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice and acting as a resource for colleagues

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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

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

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Assessment Requirements for HLTENN017 Apply nursing practice in the orthopaedic care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN601B

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 work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- worked as part of the interdisciplinary health care team in the workplace providing orthopaedic nursing interventions for each of the following conditions:
  - fracture with external fixation
  - fracture with internal fixation
  - fracture requiring non-surgical management
  - musculoskeletal injury where the person requires continuous passive motion therapy (CPM)
  - amputation where the person requires assistance with a prosthetic aid or device
- conducted 2 specific activities in the workplace or simulated environment to support quality and promote safe innovations in orthopaedic nursing for an interdisciplinary team based on knowledge acquired through own professional development and learning.

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:

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- the impact orthopaedic conditions may have on the person, including:
  - limitations in ability to perform daily living activities
  - loss or limitation of physical function
  - reduction in musculoskeletal function
  - accompanying trauma, injuries or impact of secondary disease processes
  - impact on sexuality, relationships, self-image, body image
  - grief and loss
  - need for support with personal coping mechanisms and community support mechanisms
  - need for support with maintenance, improvement of quality of life
- anatomy, physiology and pathophysiology of clinical manifestations of orthopaedic conditions, with sufficiently in-depth knowledge to make considered judgements and to contribute professionally to the orthopaedic care team
  - musculoskeletal conditions, such as:
    - gout
    - systemic lupus erythematosus
    - osteomyelitis
    - bursitis
    - epicondylitis
    - hallux valgus
    - avascular necrosis
    - compartment syndrome
    - thromboembolism
    - disseminated intravascular coagulation
    - delayed union
    - fat embolism
    - contractures
  - congenital musculoskeletal conditions, such as:
    - torticollis
    - spina bifida
- traumatic musculoskeletal conditions, such as:
    - dislocations
    - sprains
    - fractures
    - traumatic amputations
- degenerative musculoskeletal conditions, such as:
    - arthritis
    - back pain
    - muscle spasm
    - disc prolapse

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    - osteoarthritis
    - osteitis deformans
    - osteomalacia
- surgical interventions for musculoskeletal conditions, such as:
    - internal and external fixtures for fractures, applications of surgical braces
    - removal of bunions
    - elective surgical procedures (joint replacement surgery)
    - laminectomy
    - surgical amputation
- bone tumours, such as:
    - metastatic bone carcinoma
    - multiple myeloma
    - bone tuberculosis
    - osteosarcoma
    - chondrosarcoma
- specialised in-depth knowledge of orthopaedic equipment and devices used on the person including:
    - traction devices
    - castings
- community and in-hospital rehabilitation services available for the person with orthopaedic conditions
- diagnostic tests associated with orthopaedics and their meanings including:
    - X-rays
    - Computerised Tomography (CT) scans
    - Magnetic Resonance Imaging (MRI) scans
    - ultrasounds
    - bone scans
    - biopsies
- specialised medical and surgical nursing management of the person with orthopaedic condition including emergency management of complications
- phases of recovery and how these impact nursing care for the person with orthopaedic condition
- reflective practice and evidence-based practice in line with current literature and work of professional bodies associated with medical conditions.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council’s Standards including:

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  - splints
  - bandages for casting
  - prosthetics
  - progressive notes of a de-identified person's medical history
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN018 Apply nursing practice in the rehabilitation care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTEN602B and HLTEN604B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assist people with disability or chronic illness who require rehabilitation to attain and maintain optimum function and lifestyle.

Enrolled nurses working in rehabilitation environments need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work in interdisciplinary health care team caring for a person requiring rehabilitation	1.1 Apply the specialised knowledge and clinical skills necessary to provide nursing care for the person with physical disability and chronic illness
	1.2 Provide nursing care that supports the interdisciplinary health care team to achieve cost effective health care outcomes
	1.3 Work effectively in the rehabilitation care team to foster positive group dynamics with other health care professionals
	1.4 Contribute to long-term management and planning for the person requiring rehabilitative care to maintain their optimum function and lifestyle
	1.5 Identify opportunities for the person to self-manage own rehabilitative care needs
2.Contribute to a person's rehabilitation	2.1 Contribute to a safe and therapeutic environment and support activities that promote the person's return of function
	2.2 Apply knowledge of the various manifestations of the person's areas of dysfunction and the associated pathophysiology of each clinical manifestation
	2.3 Use critical thinking and problem-solving approaches to propose actions and implement nursing interventions to reflect changes in the person's level of dysfunction, in consultation with registered nurse
	2.4 Discuss with the person, family or carer the psychosocial impact of the person's dysfunction on daily living activities
	2.5 Communicate effectively with person, family or carer and interdisciplinary health team members
	2.6 Identify and apply strategies to prevent complications or chronic illness in consultation with the registered nurse
	2.7 Clarify the care needs of the person with a dysfunction across the phases of care required

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
3. Promote improvement of nursing care and advancement of rehabilitation nursing	3.1 Critically review the care plan and modify according to the person's progress toward planned outcomes in consultation and collaboration with registered nurse 3.2 Monitor and evaluate own nursing care provided to the person to assist with organisation continuous improvement 3.3 Evaluate nursing interventions and consider outcomes against evidence-based best practice in rehabilitation nursing care 3.4 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice and acting as a resource for colleagues

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

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

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Assessment Requirements for HLTENN018 Apply nursing practice in the rehabilitation care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTEN602B and HLTEN604B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- worked as part of the interdisciplinary health care team in the workplace providing nursing interventions for each of the following conditions:
  - person who has suffered a cerebral injury
  - person with a spinal cord injury
  - person suffering from a progressive or degenerative condition
  - person with dementia showing signs of confusion and acute aggression
- conducted 2 specific activities in the workplace or simulated environment to support quality and promote safe innovations in rehabilitation nursing for an interdisciplinary team based on knowledge acquired through own professional development and learning.

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:

- community and in-hospital services available for people requiring rehabilitation
- critical thinking and problem-solving related to the nursing care of a person undergoing rehabilitation
- diagnostic tests used to determine appropriate rehabilitative therapy

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- phases of care for a person requiring rehabilitation
- philosophy underpinning rehabilitative management
- principles of health assessment
- anatomy and physiology and pathophysiology of conditions requiring rehabilitation – sufficiently in-depth knowledge to make considered judgements and to contribute professionally to the orthopaedic care team, including:
  - cardiac disorders
  - respiratory disorders
  - endocrine disorders
  - musculoskeletal disorders
  - renal disorders
  - pain
  - long term unconsciousness
  - substance abuse
  - genitourinary disorders
  - neurological disorders
  - immunological disorders
  - vascular disorders
  - haematological disorders
  - sensory system disorders
  - gastrointestinal disorders
  - reproductive disorders
  - integumentary disorders
  - acute confusional states
  - acute aggression
  - dehydration
- factors included in the assessment of the impact of dysfunction, including:
  - performance of daily living activities
  - loss or limitations to physical function
  - accompanying trauma and injuries
  - impact on sexuality, relationships, self-image, body image
  - grief and loss
  - loss of vocation
  - coping mechanisms
  - personal and community support mechanisms
  - level of communication
  - maintenance and improvement of quality of life
  - maintenance and improvement of lifestyle
  - impact of secondary disease processes.

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - progressive notes of a de-identified person's medical history
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN019 Apply nursing practice in sexual and reproductive health care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN603B

Application

This unit describes the skills and knowledge required to provide nursing interventions for people with sexual and reproductive health care needs.

Enrolled nurses providing nursing care in the area of sexual and reproductive health need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and discuss sexual and reproductive health problems	1.1 Support the person in accessing relevant screening programs and in using contemporary assessment tools to identify health issues 1.2 Interpret observations and pathology results indicating variations from normal sexual and reproductive health status 1.3 Provide information at a primary health care level on the risk factors, indicators and interventions for sexually transmissible infections (STIs) and blood-borne infections (BBIs) 1.4 Use a safe place for discussing with the person contact tracing, disclosure of information and requirements in reporting notifiable STIs or BBIs, in consultation with registered nurse 1.5 Use appropriate health information and resources to the level of the person's own understanding of their sexual development and health condition 1.6 Make appropriate referrals in consultation with an interdisciplinary team to promote healthy sexual and lifestyle practices
2. Clarify the impact of sexual and reproductive health condition on the person, family or carer	2.1 Maintain current knowledge of sexual and reproductive health conditions and associated pathophysiology and apply this knowledge to female and male clinical manifestations 2.2 Identify the psychosocial impact and potential complications for the person and clarify their needs 2.3 Discuss impacts and complications of the person's condition with the person, and their family or carer as appropriate, within scope of practice
3. Contribute to team planning and nursing interventions for sexual or reproductive health care	3.1 Identify specific effects of culture, ageing, disability and illness on sexuality and sexual behaviour for the person 3.2 Identify nursing interventions to incorporate contemporary sexual and reproductive health strategies into practice 3.3 Provide advice related to maintaining sexual and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	reproductive health in line with community needs and organisation policy and procedures
	3.4 Liaise with health team and use appropriate resources and service providers to educate the person, family or carer on sexual health and reproductive health strategies
	3.5 Identify the acuity of a person is beyond own skills and knowledge and promptly consult with relevant interdisciplinary health care team
	3.6 Critically review the care plan and modify according to the person's progress toward planned outcomes in consultation and collaboration with registered nurse
4. Actively promote improvements in sexual and reproductive health	4.1 Monitor and evaluate own nursing care provided to the person to assist with organisation continuous improvement
	4.2 Evaluate nursing interventions provided and consider outcomes against evidence-based best practice in sexual and reproductive health
	4.3 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice and acting as a resource for colleagues
5. Address contemporary issues in sexual and reproductive health	5.1 Maintain current knowledge on influences that shape sexuality in current and historical contexts
	5.2 Identify and discuss contraception and provide support and health education to the person on their choice of contraception methods
	5.3 Identify and discuss pregnancy choices and options for unplanned pregnancies
	5.4 Provide education on risk-taking behaviours and promote safe sex practices

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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

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

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Assessment Requirements for HLTENN019 Apply nursing practice in sexual and reproductive health care

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN603B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- performed a sexual health assessment on 1 female and 1 male person in the workplace
- conducted 2 specific activities in the workplace or simulated environment to support quality and promote innovations in sexual and reproductive health for an interdisciplinary team based on knowledge acquired through own professional development and learning.

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:

- historical development of sexual and reproductive health strategies to support women's and men's health and wellbeing
- health prevention screening options for early identification of women's and men's health issues
- conditions and factors affecting women's health and wellbeing, and their impact and treatment, such as:
  - breast screening
  - cervical screening

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    - family violence
    - sexual assault
    - menopause
    - vaginal prolapse and continence issues
- sexual physiology and the human sexual response
- philosophy underpinning sexual and reproductive health management
- medical and surgical procedures associated with sexual and reproductive health
- anatomy and physiology and pathophysiology of sexual and reproductive health and clinical manifestation of sexual and reproductive conditions – sufficiently in-depth knowledge to make considered judgements and contribute professionally to nursing care
- sexual and reproductive health-related matters including:
    - contraception
    - health problems affecting sexuality such as
        - spinal cord injuries
        - diabetes mellitus
        - hypertension
    - infertility
    - menopause
    - pregnancy options
    - puberty
    - risk taking behaviours
    - sexual abuse
    - sexual dysfunction
    - sexual orientation
- healthy sexual behaviours and attitudes and practices such as safer sex practices, and barriers to use of safer sex practices
- factors that may interfere with sexual health and emotional wellbeing including influence of alcohol and other drug use on sexual behaviours
- sexually transmissible infections (STIs), including:
    - description, definition, statistics, signs and symptoms, universal precautions
    - common STIs and blood-borne infections (BBIs)
    - notifiable STIs and BBIs
    - transmission, testing and complications related to STIs
    - contact tracing and partner notification
    - ways to prevent, manage and treat STIs
- risk factors for contracting STIs and BBIs, including:
    - relationship between STIs and increased risk of contracting BBIs
    - unprotected anal, vaginal and oral sex
    - receptive and insertive partners
    - mother to baby
    - blood to blood

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  - unsafe drug injection
- age- and gender-specific issues related to sexual health for the older adult, young adult, adolescent
- community resources or services for sexual and reproductive health promotion and education.

Assessment Conditions

Skills must have been 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 in line with the Australian Nursing and Midwifery Accreditation Council's Standards
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN020 Conduct clinical assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN606B

Application

This unit describes the skills and knowledge required to recongise the need for assessment, perform physical examinations and make clinical judgments using critical analysis and specialised knowledge of pathophysiology and clinical assessment processes.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Recognise the need for clinical assessment	1.1 Apply specialised knowledge of pathophysiology of body systems to make informed judgement on a person's actual and potential health problems 1.2 Source and interpret a person's presenting clinical

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	health data to identify homeostasis imbalance indicating abnormal functioning of body systems
	1.3 Use interviewing and active listening skills to identify, clarify and confirm health information with the person or carer prior to assessment
2. Perform physical examinations	2.1 Prepare the person for examination according to the procedure being performed and obtain consent to proceed
	2.2 Perform a systematic head-to-toe physical body examination using established assessment tools and techniques
	2.3 Respect client dignity and potential sensitivities and seek feedback on comfort levels
	2.4 Use ongoing questioning to gain further information from the person as examination proceeds
	2.5 Recognise a person's alteration in condition and potential for deterioration and immediately communicate concerns to registered nurse
3. Make clinical judgements	3.1 Use a process of critical questioning and diagnostic reasoning to make links between the person's clinical presentation and possible health condition or illness or injury
	3.2 Recognise the need for specific clinical interventions based on information from examination
	3.3 Establish priorities of care, based on assessment outcomes and judgements made
	3.4 Document assessment outcomes according to organisation procedures and provide information to those involved in ongoing care of the person
4. Communicate assessment outcomes	4.1 Use language and terminology that the person will understand when providing results of clinical assessment
	4.2 Use questioning techniques to confirm with the person that the health information has been understood

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and address any unresolved issues with person
	4.3 Assess the impact of information on the person and take action accordingly
	4.4 Communicate outcomes and proposed actions to the registered nurse and use a collaborative approach for follow up with interdisciplinary team

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

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

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Assessment Requirements for HLTENN020 Conduct clinical assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN606B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- demonstrated the capacity to analyse changes in a person's health status, perform physical examinations and make sound clinical judgements for at least 3 different people presenting with a complex condition, illness or injury
- assessed health status using the following clinical assessment tools and techniques:
  - neurological examination, including sensory function and motor responses, reflexes
  - peripheral vascular system examination
  - respiratory auscultation and percussion
  - chest auscultation and percussion
  - abdomen auscultation and palpation
  - heart sounds check
- interpreted the person's blood test results for abnormal findings indicating changes in health status.

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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:

- communication strategies that underpin assessment and communication with the person and other health professionals, including:
  - appropriate modes of communication for the information being provided
  - range of interviewing skills
  - information technology and health technologies to capture clinical data for responsive coordination and dissemination to relevant members of the interdisciplinary health care team
  - factors for consideration when communicating with people with:
    - communication-related disabilities
    - mental health conditions
    - pharmacological and alcohol addiction or misuse
    - adverse behavioural responses to unfamiliar environments
    - person under stress due to situations to themselves or others such as trauma, death and life threatening situations
- advanced concepts underpinning human maintenance systems including immunity and homeostasis imbalance causing physical changes associated with:
  - acidosis/alkalosis
  - diabetes (hypoglycaemia, hyperglycaemia)
  - nutirition and hydration/dehydration
  - cancer treatment
  - thermostasis (thermoregulation)
  - infections
  - poisoning
  - sepsis
- clinical assessment techniques and tools used in a head-to-toe physical body examination:
  - inspection – uses of the sense of sight to identify specific characteristics of the individual
  - palpation – utilises use of the sense of touch to determine physical signs.
  - percussion – use of tapping on an individual's body to evaluate location and density of underlying structures.
  - auscultation – listening to sounds created by the body using stethoscope
- processes for the neurological examination of the sensory function and motor responses including:
  - cranial nerves
  - inspection, looking for subtle weakness e.g. tremors, pronator drift
  - gait abnormalities including scissors, spastic, stoppage and waddling
  - stance including posture, lordosis, kyphosis and scoliosis

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    - muscular response and muscle strength
    - dermatomes and related spinal nerves
    - peripheral neuropathies
    - sensory function testing: light touch, pain sensation, temperature, proprioception and tactile localisation
    - stereognosis and graphaesthesia
    - Romberg test
    - deep tendon reflexes including how to position a person and use of reflex hammer and comparing left and right side responses
    - superficial reflexes such as abdominal and cremasteric reflexes
- processes for respiratory system examination including
    - respirations – breathing effort, chest pain associated with breathing, movement of the rib cage for symmetrical or diaphragmatic breathing pattern
    - auscultation – systematic approach to determine if underlying lung tissue is filled with fluid, air or solid material checking lung fields for bilateral adventitious noises
    - percussion sounds including:
        - resonant: heard over the lung fields - air filled spaces - very hollow sound
        - tympany: heard over the gut area - duller sound - like tapping on a watermelon
        - dull: heard over bony areas - little transmission of sound
- processes for checking heart sounds including:
    - aortic, pulmonic, Erbs Point, tricuspid and mitral heart sounds
    - Sound1 represents closure of the atrioventricular (mitral and tricuspid) valves during the beginning of systole
    - Sound 2 represents closure of the semilunar valves (aortic and pulmonic) valves during the end of systole and beginning of diastole
- processes for chest and abdomen examination including:
    - inspection – described by location (quadrant) visible abdominal masses, and the movement of the chest and abdominal wall
    - auscultation (for abdomen auscultation is before palpation and percussion) – detection of normal and altered bowel sounds in abdomen, bubbling; rubbing; grating; crackling or vascular bruits
    - palpation and percussion – depth of palpation (superficial or deep) using the fingertip or flat of the hand for examination of the abdomen for crepitus of the abdominal wall, for any abdominal tenderness, rebound tenderness or for abdominal masses
- processes for peripheral vascular system examination including:
    - inspection – colour of limbs (including when legs are hanging over the edge of the bed), hair loss, ulcers, scars and muscle wasting, lateral side foot and in-between toes
    - upper limb pulse – subclavaian, carotid, brachial, radial, ulnar and capillary refill time
    - lower limb pulse – aorta, femoral, popliteal, posterior tibial, doralis pedis and anterior tibial
    - palpation of the amplitude of arterial pulses bounding, brisk diminished, absent or unable to palpate

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  - checking peripheral pulse and apical pulse for consistency
  - Allens test to determine patency of the radial and ulnar arteries
- processes for skin, hair and nails examination including:
  - colour, texture, turgor, warmth, moisture distribution, the presence of any lesions or scars
  - clubbing of the nail beds can be indicative of pulmonary disease
  - reduced hair distribution on the lower legs can be indicative of cardiovascular disease (check with individual if they use hair removal treatments)
- effects of intrinsic factors (such as age, health) and extrinsic factors (such as environment, medications) on person's condition
- how to interpret common blood test results and their meanings as indicators of a health condition or illness including:
  - Albumin
  - Arterial Blood Gas (ABG)
  - Blood Sugar Level (BSL), haemoglobin A1C
  - Blood Urea Nitrogen (BUN)
  - Calcium
  - Cardiac Enzymes (CE)
  - Cholesterol
  - Coagulation Studies (Coags)
  - Erythrocyte Sedimentation Rate (ESR)
  - Electrolytes (EUC) (Sodium/Potassium/Chloride Urea/Creatinine)
  - Full Blood Count (FBC)
  - High-Density Lipoprotein (HDL)
  - Iron
  - Low-Density Lipo-protein (LDL)
  - Magnesium
  - Phosphorus
  - Triglycerides
  - Thryoid Stimulating Hormone (TSH)
  - Uric acid
- how to recognise subtle changes in a person's condition through knowledge of a person's patterns of responses and comparing responses over periods of time
- principles for recognising a deteriorating patient and raising issues of concern about a person's deterioration
- socio-economic, physiological, emotional and physical variables related to clinical presentation of a person.

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
- organisation policy and procedures on which the candidate bases the assessment process.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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HLTENN021 Apply nursing practice in the critical care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN607B

Application

This unit describes the skills and knowledge required to practise within the critical care environment.

Enrolled nurses working in critical care nursing need to hold and apply in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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.*

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ELEMENT	PERFORMANCE CRITERIA
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.*
1. Apply theoretical concepts and principles in providing critical care nursing	1.1 Identify the person's current health status and limitations and their medications and therapeutic regimes in the critical care setting with the person, family or carer 1.2 Identify factors impacting the person's health status and report to the registered nurse significant alterations in the person's health status 1.3 Identify and respond to the psychosocial needs of the person in the critical care environment 1.4 Identify and apply a systems approach to nursing care
2. Contribute to interdisciplinary health care team in caring for a person in the critical care environment	2.1 Identify role of specialist nursing and medical services in care of the person in the critical care environment and work effectively with others 2.2 Collaborate with interdisciplinary health care team in partnership with the person, family or carer to maintain continuity of nursing care planning 2.3 Identify factors relevant to the person's situation, giving consideration to physical, psychological, social and economic impacts 2.4 Review care plan and data collected, and communicate to relevant members of the interdisciplinary health care team 2.5 Recognise the person's choices and any advance care planning, and advocate for the rights and responsibilities of the person in critical care
3. Perform complex nursing interventions to assist a person in critical care to attain and maintain optimal health	3.1 Manage nursing workload according to a person's needs and re-prioritise care activities for the person rapidly when circumstances change 3.2 Undertake appropriate pre-, intra- and post-diagnostic procedures in line with scope of practice and organisation policy and procedures, and in collaboration with the registered nurse 3.3 Respond rapidly to adverse and emergency events applying knowledge of pathophysiology and using

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ELEMENT	PERFORMANCE CRITERIA
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.*
	problem-solving approaches in line with organisation policy and procedures and within scope of practice
	3.4 Identify when the acuity of a person's critical care needs is beyond own skill and knowledge, and refer promptly to registered nurse and relevant interdisciplinary health care team members
4. Develop own practice in the critical care nursing environment	4.1 Make appropriate proposals for nursing interventions in consultation with registered nurse to promote improved outcomes for the person and their condition
	4.2 Evaluate nursing interventions provided and evaluate the outcomes against evidence-based best practice in critical care nursing
	4.3 Recognise symptoms of stress and professional burnout in self, peers and colleagues, and refer to appropriate services within organisation policies and procedures and scope of practice
	4.4 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice and acting as a resource for colleagues

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

No equivalent unit.

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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

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Assessment Requirements for HLTENN021 Apply nursing practice in the critical care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN607B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- performed the following nursing care interventions on no fewer than 3 people in a critical care setting in the workplace:
  - care of an arterial line
  - care of central venous line
  - assessment of chest pain
  - monitoring of electrocardiograph readings for abnormalities
  - administration of (non-invasive) continuous positive airway pressure (CPAP) and bilevel positive airway pressure (BiPAP)
  - care of permanent and temporary mechanical ventilation including suctioning and bagging
  - peripherally inserted central catheter (PICC)/midline management
  - under water seal drain management
- in undertaking the above, use advanced communication skills and medical terminology to communicate effectively with the person, family or carer, and the registered nurse and other health professionals to record or report the person’s outcomes.

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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:

- advanced life support including advanced cardiopulmonary resuscitation
- complex nursing procedures relevant to care of a person in a critical care environment including infusion pumps and patient controlled analgesia pumps and syringe drivers
- specialised knowledge of anatomy, physiology and pathophysiology related to critical care issues
- specialised knowledge and skill relating to prioritising care in an emergency situation of a person in the critical care environment
- actual and potential problems in critical care including:
  - respiratory failure
  - increased intracranial pressure
  - deteriorating person and levels of consciousness
  - haemorrhage
  - hypercapnia
  - inability to clear secretions
  - inability to cough
  - aspiration
  - shortness of breath
  - electrolyte imbalance
  - fluid overload
  - hypoxia and hypoxaemia
  - chest pain
  - stroke
  - vessel occlusion
  - pneumothorax
  - pacemaker lead displacement
  - arrhythmia
  - allergic reaction.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - simulation models or manikins suitable for advanced cardiopulmonary resuscitation and clinical skills

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- arterial lines
- CPAP and BiPAP machines
- PICC lines
- underwater seal drains and tubes
- ventilation equipment
- progressive notes of a de-identified person's medical history
- infusion pumps, patient controlled analgesia pumps and syringe drivers
- organisation policy and procedures on which the candidate bases the planning

- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN022 Contribute to the registration, eligibility and assessment of donors

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTEN521B and HLTEN522C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Removed pre-requisites. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to register and assess blood donors for whole blood, red cells, platelets, plasma and other blood components donated as whole blood or through the process of apheresis. It does not include haemoglobin testing.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Register a donor giving blood and blood components	1.1 Identify whether the donor is a new, lapsed or regular donor and use appropriate documentation according to information gained 1.2 Use eligibility assessment tools in an appropriate manner and at a level and pace that elicits informative

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	responses
	1.3 Check donor records against responses, and identify and record discrepancies, inconsistencies, omissions and ambiguities in information, and report to designated personnel
	1.4 Respond to the donor's questions and, before seeking their consent, seek feedback from the donor to confirm that they understand the nature and purpose of procedures
	1.5 Record donor information clearly and accurately into the donor record, including the donor decision and signed consent
	1.6 Refer accurate information to the appropriate person in line with organisation policies and procedures, where donor information indicates unsuitability to donate
	1.7 Maintain confidentiality of the donor
2. Assess suitability for blood and blood component donation	2.1 Check the donor against selection criteria requirements for blood and blood component donations
	2.2 Provide accurate information about the nature and sequence of session activities appropriate to the donor's needs and concerns
	2.3 Explain clearly and sensitively to the donor where information obtained indicates they may not be able to donate, outlining the reasons for seeking further guidance
	2.4 Interpret haematological results to identify variation from normal health status and refer to registered nurse
	2.5 Determine that ante-cubital veins are easily accessible in both arms and, if not, refer to registered nurse
3. Observe a person's behaviour before and after donation and report any physical irregularity	3.1 Observe donor behaviour for any physical observations that may indicate a potential situation such as anxiety or fainting
	3.2 Alert supervising registered nurse and take action in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	line with organisation policies and procedures to ensure donor safety
	3.3 Document and report incident to designated person in line with organisation policies and procedures

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

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

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Assessment Requirements for HLTENN022 Contribute to the registration, eligibility and assessment of donors

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTEN521B and HLTEN522C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Removed pre-requisites. Significant change to knowledge evidence.

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 work in adherence with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- registered and assessed 3 people as donors for blood or blood products.

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:

- apheresis – the process of 'skimming off' the stem cells from blood to be used for transplant or stored in frozen form until needed
- organisation policy and procedures, including standard operating procedures (SOPs)
- documentation and components of donor declaration form
- importance and potential impact of the quality of the donation, and the reasons for careful selection of donors of blood or blood components including:
  - infectious diseases and their incubation periods
  - age, height and weight
  - health of donor including recent surgery, invasive procedures, immunisations, injury or illness
  - family health history

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  - frequency of donation
  - geographical locations prior to donation which require special consideration
  - lifestyle
  - medications
  - occupational activities that are considered hazardous
  - recreational activities that are considered hazardous
  - workers compensation
  - safety of blood supply
  - safety of recipients
  - safety of service provided to customers
  - safety of staff
  - production of a quality product
- types of donations including:
  - plasma
  - platelet
  - red blood cell plasma
- purpose and use of apheresis donations including timeframe requirements
- purpose and use of blood and blood products, including types and functions of infusion and transfusion
- safe disposal, and minimisation of waste of resources resulting from collection of unsuitable donations
- World Health Organisation guidelines including:
  - selection of blood donors
  - international travel and health vaccination requirements
- Australian code of good manufacturing practice for human blood and blood components, human tissues and human cellular therapy products
- Australian Red Cross service – for blood and blood products donations
- monthly index of therapeutic agents (MIMS)
- National Blood Transfusion Committee – safe transfusion practice.

Assessment Conditions

Skills must have been 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 in line with the Australian Nursing and Midwifery Accreditation Council's Standards
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors

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In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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HLTENN023 Apply nursing practice in the respiratory care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN609B

Application

This unit describes the skills and knowledge required to provide nursing care to a person with respiratory impairment in settings such as hospitals, community settings, hospices and long term care facilities.

Enrolled nurses providing respiratory nursing care need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to the interdisciplinary health care team in caring a person with respiratory impairment	1.1 Work with the health care team, consulting with the registered nurse and team members in providing nursing care to the person with respiratory impairment 1.2 Evaluate, interpret and communicate person's respiratory function to relevant members of the health care team 1.3 Identify physical, psychological, social and economic factors relevant to the person's health care status, and the outcomes of planned care
2. Assist a person in maintaining optimal respiratory health	2.1 Identify factors impacting a person's respiratory status and re-prioritise care activities for the person rapidly when circumstances change 2.2 Participate in risk assessment identification and risk management processes for the person with complex respiratory impairment 2.3 Support the person, and family or carer as required, during pre-, intra- and post-diagnostic procedures, providing accurate information on the procedures 2.4 Identify responses of the person, family or carer to nursing interventions and their understanding of how to manage the respiratory impairment after discharge 2.5 Provide the person, family or carer with information about available community resources, and how to access them 2.6 Identify when the acuity of a person is beyond own skills and knowledge and promptly consult with registered nurse and relevant interdisciplinary health care team
3. Actively promote improvement and advancement of respiratory nursing care	3.1 Make appropriate proposals for nursing interventions in consultation with registered nurse to promote improved outcomes for the person and their condition 3.2 Evaluate nursing interventions provided and consider identified outcomes against evidence-based best practice in respiratory care nursing 3.3 Evaluate responses of the person, family or carer to health promotion and education resources, and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	continuously improve promotions and resources based on feedback
	3.4 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice and acting as a resource for colleagues

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

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

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Assessment Requirements for HLTENN023 Apply nursing practice in the respiratory care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN609B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- performed the following nursing care interventions on no fewer than 3 people in a respiratory care setting in the workplace:
  - care of an arterial line
  - positive airway pressure (CPAP) and bilevel positive airway pressure (BiPAP)
  - care of permanent and temporary mechanical ventilation including suctioning and bagging
  - tracheal suction via an endotracheal tube (ETT)
  - assisted with the insertion or removal of pleural and intercostal drains
  - administered oxygen based on interpretation of oximetry readings or blood gas analysis in consultation with registered nurse
- in undertaking the above, use advanced communication skills and medical terminology to communicate effectively with the person, family or carer, and the registered nurse and other health professionals to record or report the person's outcomes.

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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:

- respiratory anatomy, physiology and pathology, sufficiently in-depth and specialised to make considered judgements and to make a professional contribution to respiratory nursing care
- respiratory conditions including:
  - acute respiratory distress syndrome
  - asthma
  - bronchitis, bronchiolitis, bronchiectasis (acute and chronic)
  - chronic obstructive airway disease
  - cystic fibrosis
  - emphysema
  - heamothorax
  - lung cancer
  - pulmonary oedema
  - pneumonia
  - pulmonary Embolism (PE)
  - pnuemothorax
  - sleep Apnoea
  - tuberculosis (TB)
- actual and potential problems from respiratory conditions including:
  - aspiration
  - hypoxia
  - hypercapnia
  - inability to clear secretions
  - inability to cough
  - inability to protect airway
  - respiratory failure
  - shortness of breath
- potential nursing interventions related to respiratory conditions including:
  - administration of non-invasive ventilation, CPAP and BiPAP
  - assisting with insertion and removal of pleural drains
  - care of an arterial line and interpretation of blood gas analysis
  - care of a person with a tracheostomy
    - tracheostomy dressing
    - tracheal suction via an endotracheal tube (ETT) or tracheostomy
  - interpreting the results of oximetry readings
  - respiratory assessment:

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    - chest auscultation
    - inspection
    - pulse oximetry
    - respiratory rate
    - pulse rate
    - blood pressure
    - sedation score
    - past medical history
    - accessory muscles in use when breathing
    - degree of shortness of breath (SOB)
  - interpreting results of spirometry testing
  - surgical procedures for respiratory conditions.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - simulated learning environment with simulation manikins suitable for advanced clinical nursing skills
  - arterial lines
  - CPAP and BiPAP (non-invasive) devices
  - oxygen therapy equipment
  - pleural drains
  - suctioning equipment
  - vital sign monitoring equipment
  - progressive notes of a de-identified person's medical history
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

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HLTENN024 Apply nursing practice in the cardiovascular care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN610B

Application

This unit describes the skills and knowledge required to apply the principles of cardiovascular nursing care to provide holistic nursing care and maintain a person's optimal cardiovascular health.

Enrolled nurses working in cardiovascular nursing need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential	*Performance criteria describe the performance needed to*

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outcomes	*demonstrate achievement of the element.*
1. Contribute to the interdisciplinary health care team in caring for a person with cardiovascular condition	1.1 Contribute information to nursing care plan that reflects the person's nursing needs, and include nursing actions to maximise cardiovascular function and minimise potential complications 1.2 Identify the role of specialist nursing and medical services in the care of the person with cardiovascular condition, and work within that context 1.3 Collaborate with community service agencies in partnership with the person, family or carer to maintain continuity of care 1.4 Identify factors relevant to the person's situation, including physical, psychological, social and economic impacts 1.5 Monitor and review data collected about the person and communicate to relevant interdisciplinary health care team members
2. Perform complex nursing interventions in the cardiovascular healthcare setting	2.1 Prioritise nursing interventions according to the person's needs and in consultation with registered nurse 2.2 Undertake appropriate pre-, intra- and post-diagnostic procedures in line with scope of practice and organisation policy and procedures, and in collaboration with the registered nurse 2.3 Participate in risk assessment identification and risk management processes for the person with cardiovascular condition 2.4 Apply complex decision-making processes to modify nursing interventions and use problem-solving approaches in response to changes in the person's condition 2.5 Identify when the acuity of a person's cardiovascular health is beyond own skill and knowledge, and refer promptly to registered nurse and relevant interdisciplinary health care team 2.6 Administer prescribed emergency medication based on sound knowledge of principles of drug actions and in accordance with organisation policies and procedures 2.7 Make appropriate proposals for nursing interventions in consultation with registered nurse to promote improved outcomes for the person and their condition

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3. Evaluate effectiveness of nursing interventions and planned care, and support continuing self-care	3.1 Evaluate nursing interventions provided and consider identified outcomes against evidence-based best practice in cardiovascular nursing care 3.2 Identify responses of the person, family or carer to nursing interventions and their understanding of ongoing management of the cardiovascular impairment 3.3 Identify opportunities where indicated, to provide the person, family or carer with information on available community resources and how to access them 3.4 Assess, prior to discharge, the person's understanding of their cardiovascular condition, medications and therapeutic regimes

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

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

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Assessment Requirements for HLTENN024 Apply nursing practice in the cardiovascular care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN610B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- performed the following nursing care interventions on no fewer than 3 people with a cardiovascular condition in the workplace:
  - administration of (non-invasive) continuous positive airway pressure (CPAP) and bilevel positive airway pressure (BiPAP)
  - peripherally inserted central catheter (PICC)/midline management
  - monitoring of electrocardiograph readings for abnormalities
  - under water seal drain management
- in undertaking the above, used advanced communication skills and medical terminology to communicate effectively with the person, family or carer, and the registered nurse and other health professionals to record or report the person’s outcomes.

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:

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- the following issues and manifestation, sufficiently in-depth and specialised to make considered judgements and to make professional contributions to cardiovascular nursing care:
  - physiology and pathophysiology related to cardiovascular issues
  - emergency care of cardiovascular issues (knowledge and execution)
  - clinical manifestations of chronic disease states
- cardiovascular conditions including:
  - congestive heart failure
  - acute pulmonary oedema
  - pulmonary embolism
  - arrhythmia:
    - ventricular tachycardia
    - ventricular fibrillation
    - asystole
    - symptomatic brady and tachycardia
    - atrial fibrillation
  - congenital heart defects:
    - accessory pathways
    - septal defects
    - tetralogy of Fallot
    - dextracardia
  - ischaemic heart disease - angina and myocardial infarction
  - heart valve dysfunction
  - sub-acute bacterial endocarditis
  - pericarditis
  - acute chest pain
  - cardiomyopathy
  - carotid stenosis
  - abdominal aortic aneurysm
  - peripheral vascular disease
  - deep vein thrombosis
  - actual and potential problems relating to cardiovascular conditions including:
    - electrolyte imbalance
    - fluid overload
    - hypoxia, hypoxaemia
    - chest pain
    - structural heart damage
    - sepsis
    - haemorrhage
    - neurovascular damage including cerebral vascular accident

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    - vessel occlusion
    - pneumothorax
    - pacemaker lead displacement
    - arrhythmia
    - exercise intolerance
  - cardiovascular procedures including:
    - cardiac stents
    - percutaneous transluminal coronary angioplasty **(**PTCA) with or without stent
    - pacemaker (temporary or permanent)
    - cardiac access vascular graft (CAVG)
    - mitral valvotomy
    - electrophysiology studies, with or without ablation
    - implantable cardioverter defibrillator (ICD)
    - cardioversion
    - echocardiogram
    - exercise stress test
    - nuclear medicine scans
    - transoesophageal echocardiogram (TOE)
    - hyper and hypo tension
    - pericardiocentesis
    - abdominal aortic aneurysm (AAA) repair
    - varicose veins
    - amputations
- actions designed to maximise cardiovascular function and minimise potential complications
- reflective practice and evidence-based best practice for cardiovascular nursing.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - simulated learning environment with simulation manikins suitable for advanced clinical nursing skills
  - CPAP and BiPAP (non-invasive) devices
  - PICC lines and CVC lines
  - underwater seal drains
  - suctioning equipment
  - vital sign monitoring equipment

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  - progressive notes of a de-identified person's medical history
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN025 Implement and monitor care for a person with diabetes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN611B

Application

This unit describes the skills and knowledge required to provide nursing care to a person with diabetes including assessing needs, planning and implementing complex nursing interventions, evaluating outcomes, and educating the person on his/her condition and available resources.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify diabetes care services in the Australian health care environment	1.1 Provide current accurate information on diabetes care and sources of funding for related services to the person, the family or carer, and to colleagues

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Identify specialist services and complementary roles of organisations and individuals involved in supporting and delivering diabetes care
	1.3 Liaise with referring agencies and community organisations when providing diabetes care
2. Assess the needs of a person with diabetes	2.1 Apply knowledge of the pathophysiology of diabetes
	2.2 Perform holistic nursing assessment using a range of contemporary assessment tools, resources and strategies and incorporating review of the person's history, current situation and treatment regimes
	2.3 Determine the person's current understanding of their condition, self-management strategies and medications
	2.4 Identify possible factors impacting the person's health or significant alterations in the person's condition, based on own current knowledge of diabetes
	2.5 Identify the family or carer's understanding of and involvement in the person's diabetes care, and how this might impact the person's care planning and provision
3. Perform complex nursing interventions to assist a person to achieve and maintain optimal diabetes health	3.1 Manage nursing workload according to a person's needs and re-prioritise care activities for the person when circumstances change in consultation with registered nurse
	3.2 Prepare the person's care plan to ensure it reflects the complex care needs of a person with diabetes
	3.3 Identify responses of the person, family or carer to nursing interventions and their understanding of ongoing management of the person's condition, including strategies for self-management
	3.4 Administer prescribed emergency medication based on sound knowledge of principles of drug actions and in accordance with organisation policies and procedures
	3.5 Evaluate and interpret the person's blood and urine test results related to their diabetic condition, and communicate findings to the interdisciplinary health care

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	team
	3.6 Liaise with registered nurses about alterations in the person's condition while providing ongoing support of the person
4. Evaluate the care plan for a person with diabetes, and support a person's self-management	4.1 Critically review the care plan and modify according to the person's progress toward planned outcomes in consultation and collaboration with interdisciplinary health care team
	4.2 Evaluate nursing interventions provided and consider identified outcomes against evidence-based best practice in diabetes nursing care
	4.3 Identify opportunities where indicated to provide the person, family or carer with information on available community resources and how to access them
	4.4 Evaluate the person's understanding of their diabetes condition, medications, therapeutic regimes and self-management
	4.5 Promote the person's self-management of their condition and assist them to provide accurate information to their family or carer on their diabetes care needs
	4.6 Document uptake by the person of specific health promotion initiatives to support their self-management

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

No equivalent unit.

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Links

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Assessment Requirements for HLTENN025 Implement and monitor care for a person with diabetes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN611B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- provided nursing care and management of 2 people with diabetes in the workplace including:
  - a person who has become hypoglycaemic
  - a person who has become hyperglycaemic
- provided nursing care and management of 1 person with diabetes in the workplace or a simulated environment including:
  - a person who is demonstrating signs of ketoacidosis.

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:

- anatomy, physiology and pathophysiology related to diabetes and diabetic conditions including:
  - Type 1 Diabetes
  - Type 2 Diabetes

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    - gestational diabetes mellitus
- potential problems related to care of a person with diabetes and the following conditions – with the knowledge sufficiently in-depth and specialised to make considered judgements:
    - hypoglycaemia
    - hyperglycaemia
    - ketoacidosis
    - hyper osmolar non-ketonic coma
    - retinopathy
    - infection
    - psychosocial issues
    - microvascular and macrovascular disease
- health promotion goals and their expected outcomes including:
    - exercise
    - diabetic diet
    - weight loss (body mass index or waist to hip ratio)
    - smoking cessation
    - foot and eye care
- factors influencing self esteem of the person with diabetes
- issues related to diabetes care delivery and diabetes-related services
- underlying environmental and social factors contributing to diabetes in the Australian general population, including the factors involved with higher rates experienced by Aboriginal and/or Torres Strait Islander people.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment as specified in the performance evidence. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
    - glucometer
    - progressive notes of a de-identified person's medical history
    - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

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HLTENN026 Apply nursing practice in the perioperative setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN612B

Application

This unit describes the skills and knowledge required to provide person-centred care for a person during anaesthesia, surgery and recovery in the perioperative nursing environment in operating theatres, post-anaesthesia care units and day surgery centres.

Enrolled nurses working in perioperative nursing need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Work as part of an interdisciplinary health care team in the perioperative environment	1.1 Work within scope of practice to support the interdisciplinary health care team in managing the care needs of the person in the perioperative environment 1.2 Contribute to effective team work and positive group dynamics of the interdisciplinary health care team 1.3 Maintain professional communication with all members of the perioperative team 1.4 Reflect the philosophical framework for managing perioperative care in own nursing practice
2. Contribute to preparation of a person for surgical intervention	2.1 Provide holistic person-centred care taking into account the person's physical, emotional, spiritual and cultural needs 2.2 Use contemporary perioperative assessment tools accurately and document any physiological and psychological variables in assessment and report to registered nurse and interdisciplinary team
3. Perform clinical nursing actions appropriate to care of a perioperative person	3.1 Use critical thinking and problem-solving approaches to prioritise and adapt nursing interventions to reflect changes in the person's condition, in consultation with registered nurse 3.2 Perform nursing interventions to assist the surgical team during surgical procedure 3.3 Recognise actual and potential manual handling and environmental hazards and take a pro-active approach in reducing risk and promoting safety 3.4 Check equipment according to manufacturers' instructions and ensure proper functioning, taking corrective action and reporting when faulty equipment or environmental hazards are detected 3.5 Apply principles of infection control to all activities and at all times in the perioperative environment in line with applicable standards and organisation policies and procedures 3.6 Identify when the acuity of a person is beyond own skills and knowledge and promptly consult with registered nurse and relevant interdisciplinary health car team members

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4. Actively promote improvement and advancement of perioperative nursing care	4.1 Evaluate nursing interventions provided and consider identified outcomes against evidence-based best practice in perioperative nursing 4.2 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice and acting as a resource for colleagues

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

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

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Assessment Requirements for HLTENN026 Apply nursing practice in the perioperative setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN612B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- applied specialised clinical nursing skills for 3 people during anaesthesia, surgery and recovery in perioperative nursing environment, including:
  - preparing and positioning the person for a surgical procedure
  - performing intra-operative observations and supporting scrub nurse with monitoring materials
  - maintaining the person’s airway before and after surgery
  - using oral suctioning techniques intra-operatively
  - collecting specimens for pathology.

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:

- Australian College of Operating Room Nurses (ACORN) Standards for Perioperative Nursing

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- Australian Standards relating to hazards in the perioperative environment including electrical hazards, radiation hazards and sharps disposal
- complications of surgical procedures and their management, including how to provide emergency and first aid treatment
- complications associated with anaesthesia, including emergency treatment, infection control practices and organisation policies and procedures specific to perioperative environment
- legal and ethical considerations (national, State/Territory, local) relevant to the nursing profession and how these are applied in nursing practice
- policy statements, literature and guidelines from professional bodies associated with perioperative care and management, including ACORN
- medical terminology associated with perioperative care
- risk of falls post-surgery
- philosophical framework for perioperative nursing
- anaesthetic pharmacology
- positioning of a person for specific surgical procedures, including potential for post-operative pressure injury from incorrect position during surgery
- use of complex technologies including:
  - anaesthetic machines
  - lasers
  - cavitron ultrasonic surgical aspirator (CUSA)
  - endoscopic equipment
- actual and potential problems relating to perioperative care including:
  - electrolyte imbalance
  - fluid overload
  - reduced carbon dioxide
  - hypoxia/hypoxaemia
  - sepsis
  - haemorrhage
  - neurovascular damage
  - cerebral vascular accident
  - arrhythmia.

Assessment Conditions

Skills must have been 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 in line with the Australian Nursing and Midwifery Accreditation Council's Standards
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN027 Apply nursing practice in the hyperbaric environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN613B

Application

This unit describes the skills and knowledge required to provide nursing care to a person undergoing hyperbaric treatment in a hospital or specialised facility with a hyperbaric chamber or unit.

Enrolled nurses working in hyperbaric nursing need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work in the hyperbaric environment	1.1 Identify roles and responsibilities of members of the interdisciplinary health care team in the hyperbaric environment
	1.2 Identify potential and actual hazards involved with working in the hyperbaric environment and observe workplace health and safety requirements in own practice
	1.3 Identify rationale for pre-hyperbaric treatment safety checklists and participate pre-hyperbaric treatment safety processes
	1.4 Identify potential causes of emergencies associated with the hyperbaric chamber and hyperbaric treatment and use appropriate methods to prevent emergencies
	1.5 Apply knowledge of the hyperbaric chamber and locate main oxygen valve for situations or emergencies where the valve will need to be shut off
	1.6 Set up the specific hyperbaric chamber equipment for treatments correctly and use problem-solving skills during hyperbaric treatments.
	1.7 Identify actual and potential contraindications to hyperbaric therapy both for the person undergoing hyperbaric treatment and for the health care team members
	1.8 Undertake annual hyperbaric medical and promote this requirement with colleagues
2. Contribute to holistic and specific assessment for hyperbaric treatment	2.1 Perform holistic assessment of the person in conjunction with the interdisciplinary health care team using resources and tools specific to the hyperbaric unit in line with organisation policies and procedures
	2.2 Identify possible psychological and physical complications of hyperbaric treatment for the person including contraindications, based on findings of the person’s assessment
	2.3 Discuss physical, psychological and social impacts of hyperbaric treatment with the person, family or carer to ensure their knowledge is sufficient for them to make informed consent
	2.4 Identify when the acuity of a person is beyond own skills and knowledge and promptly consult with

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	registered nurse and relevant interdisciplinary health care team members
3. Perform nursing interventions in the hyperbaric environment	3.1 Apply strategies for managing a person's anxiety during hyperbaric therapy
	3.2 Monitor and manage a person's drainage tubes including any interventions that relate to the use of suction in the hyperbaric chamber at depth and at surface
	3.3 Apply principles related to hyperbaric oxygen therapy when setting up and managing a range of breathing system in the hyperbaric chamber
	3.4 Perform wound management and record wound response to hyperbaric therapy and report to the interdisciplinary health care team
	3.5 Respond appropriately to hyperbaric emergencies or toxicity in line with organisation policies and procedures
	3.6 Use critical thinking and problem-solving approaches to propose and implement nursing interventions to reflect changes in the person's condition, in consultation with registered nurse
	3.7 Evaluate nursing interventions provided and consider identified outcomes against evidence-based best practice in hyperbaric nursing care

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

No equivalent unit.

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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

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Assessment Requirements for HLTENN027 Apply nursing practice in the hyperbaric environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN613B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- performed nursing interventions for 3 different people undergoing a session of hyperbaric therapy in the workplace.

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:

- applicable Australian Standards for work in compressed air and hyperbaric oxygen facilities
- basic structure and internal layout of a hyperbaric chamber
- common dive tables for hyperbaric treatment and their indications
- common treatment profiles for hyperbaric therapy and their indications
- conditions indicated and contraindicated for hyperbaric therapy treatment and the mechanisms of therapeutic benefit for each
- educational resources and professional organisations associated with hyperbaric therapy
- emergencies associated with the hyperbaric chamber and treatment including:
  - fire inside the chamber

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  - fire outside the chamber
  - emergency decompression
  - explosive decompression
  - uncontrolled compression
  - power failure
  - communication failure
  - chamber atmospheric contamination
  - isolation emergency including actual or potential violence
  - pneumothorax
  - cardiac arrest and airway management
  - hypoglycaemia
  - oxygen toxicity (central nervous system and pulmonary)
- hyperbaric chamber treatment including:
  - the chamber and sequence of events that occur during a treatment
  - how to observe air equalisation techniques
  - strategies for managing an anxious patient during hyperbaric treatment
  - prohibited items in the chamber
  - appropriate clothing for treatments
  - potential complications
  - location of main oxygen valve and how to shut it off when required
  - how to maintain hyperbaric chamber cleanliness
  - emergency procedures for fire and medical emergencies
- symptoms of hyperbaric CNS toxicity and appropriate actions in response to the symptoms
- indications for hyperbaric therapy including:
  - decompression sickness
  - carbon monoxide poisoning
  - smoke inhalation
  - osteoradionecrosis
  - selected wound healing
  - mixed non aerobic and aerobicinfections
  - air or gas embolism
  - osteomyelitis (refractory)
  - gas gangrene (clostridial myonecrosis)
  - soft tissue radionecrosis
  - crush injuries/compartment syndromes
  - compromised skin grafts/flaps
  - thermal burns
  - blood loss
  - some spider bites

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- legislative requirements for practice
- potential complications of hyperbaric therapy including:
  - cardiac arrest and airway management
  - hypoglycaemia
  - oxygen toxicity (central nervous system and pulmonary)
  - isolation emergency including actual or potential violence
  - pneumothorax
  - claustrophobia
  - sinus or dental barotrauma
  - lung barotrauma
- physiological effects of increased atmospheric pressure on the human body and of breathing 100 per cent oxygen (hyper oxygenation), helium or mixed gases under hyperbaric conditions
- rationale for annual staff hyperbaric medicals
- contraindications for hyperbaric therapy including:
  - pulmonary function tests
  - tissue perfusion tests
  - excessive alcohol intake
  - dehydration
  - asthma
  - anxiety states or claustrophobia
  - dental work in the previous 24 hours
  - strenuous exercise before (and after) therapy
  - flying within 24 hours of treatment (staff and water divers only)
- anatomy, physiology and pathophysiology related to hyperbaric issues, sufficiently in-depth and specialised to make considered judgements and to make professional contributions to hyperbaric nursing care
- specific procedures for identifying people with diabetes and others who have a pre-procedure blood sugar outside normal range
- special considerations for children, infants and babies
- theories of physics as they relate to hyperbaric treatments including:
  - Boyle’s law
  - Charles’s law
  - Henry’s law
  - Dalton’s law.

Assessment Conditions

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

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- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN028 Apply nursing practice in the paediatric care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN614B

Application

This unit describes the skills and knowledge to provide care for babies, children and adolescents in primary health care, hospitals, hospices, homecare and community and long-term care facilities.

Paediatric or child health nurses working in the paediatric nursing environment need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to interdisciplinary health care team in the paediatric setting	1.1 Identify roles and responsibilities of members of the health care team in the paediatric environment and support the team in managing the care needs of the paediatric person 1.2 Work effectively in the interdisciplinary health care team to foster positive group dynamics with other health care professionals 1.3 Provide care and advocate for the rights of the paediatric person, and their family or carer 1.4 Provide information to the person, family or carer on available community resources and how to access them 1.5 Maintain current knowledge of paediatric conditions and associated pathophysiology and apply to each clinical manifestation 1.6 Identify when the acuity of a paediatric person is beyond own skills and knowledge and promptly consult with registered nurse and relevant interdisciplinary health care team members
2. Clarify the impact of the paediatric condition on the person, family and carer	2.1 Perform holistic assessment of the person to identify the pathophysiology of the presenting or underlying condition and related issues for the paediatric person 2.2 Collect accurate health information from the person, family or carer to identify their understanding of the person's health condition and to identify self-management strategies and current treatment regime 2.3 Provide holistic person-centred nursing care to address the specific health condition and nursing interventions required for the person 2.4 Discuss impacts and complications of the person's condition with the person, or their family or carer, as appropriate within scope of practice 2.5 Manage nursing workload according to a person's needs and re-prioritise care activities for the person rapidly in changed circumstances 2.6 Support the person, and their family or carer as appropriate, during pre-, intra- and post-diagnostic procedures, also implementing health education strategies in relation to the procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
3. Promote improvement of paediatric nursing care	3.1 Make appropriate proposals for nursing interventions in consultation with the registered nurse to promote improved outcomes for the paediatric person and their condition 3.2 Evaluate nursing interventions provided and evaluate the outcomes against evidence-based best practice in paediatric nursing 3.3 Evaluate responses of person, family or carer to health promotion and educational resources, and participate in organisation continuous improvement processes of these resources 3.4 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice and acting as a resource for colleagues

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

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

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Assessment Requirements for HLTENN028 Apply nursing practice in the paediatric care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN614B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- analysed health information and the clinical presentation of 3 people in the paediatric workplace environment to reach a substantiated conclusion about possible health care planning and nursing interventions related to their health condition, in consultation with a registered nurse
- performed the following nursing interventions on a paediatric person in the workplace or in a simulated environment:
  - collected a urine specimen from a person between the age of 0-12 months
  - inserted an indwelling catheter on a female
  - inserted an indwelling catheter on a male
  - inserted a nasogastric (NG) tube.

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:

- complementary therapies used in holistic practice

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- childhood perceptions of health status
- progression through milestones and factors influencing growth and development
- cognitive and psychosocial development from birth to adolescence
- factors influencing self-esteem
- factors influencing learning needs
- factors influencing appropriate or inappropriate interactions of the parent, family or carer with the paediatric person
- how to participate positively as a member of an interdisciplinary health care team
- skills that support interpersonal and therapeutic relationships
- anatomy and physiology and pathophysiology of the paediatric person, sufficiently in-depth and specialised to make considered judgements and to make professional contributions to paediatric nursing care
- specialised knowledge of clinical manifestations of common paediatric conditions, including but not limited to:
  - allergies
  - asthma
  - cancer
  - cerebral palsy
  - epilepsy
  - infectious disease
  - injury
  - mental health condition
  - paediatric dermatology
  - Type 1 and Type 2 diabetes
- special health requirements related to paediatric conditions and issues, including but not limited to:
  - sleep disorders
  - nutritional disorders
  - feeding alternatives
  - health perceptions of the person
  - separation from parents, family or carer
  - congenital conditions
  - psychomotor dysfunction
  - alcohol-and other drug-induced disorders or injuries
  - physical and psychological abuse
  - near drowning
  - bed wetting.

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - child and infant manikins appropriate for clinical skills simulation
  - indwelling catheters
  - vital signs equipment
  - assessment tools relevant to developmental milestones of an infant and child
  - progressive notes of a de-identified person's medical history
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN029 Apply nursing practice in the contemporary aged care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN615B

Application

This unit describes the skills and knowledge required to work effectively in the contemporary aged care environment providing specialised health care to support the continued independence of older people. It applies to care provided for older people in their own home, in community or day care centres, in acute or sub-acute hospital settings, and in residential high care or low care settings in aged care environments.

Enrolled nurses working in aged care nursing need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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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. Address the health care needs of an older person in contemporary aged care settings	1.1 Identify physical and psychological effects of ageing on the human body and apply insights when providing information and support to the older person
	1.2 Recognise the significance of physical and psychosocial assessment when evaluating health of older people and maintain currency of own related knowledge
	1.3 Identify funding arrangements and associated documentation requirements that impact aged care provision, and ensure funding and documentation requirements are met as applicable
	1.4 Recognise crisis situations involving the older person and implement emergency management as required
	1.5 Adjust communication strategies appropriately when communicating with an older person who has sensory loss
2. Manage an older person's care using a person-centred approach to support continued independence	2.1 Use critical thinking and problem-solving approaches to prioritise and adapt nursing interventions to reflect changes in the person's condition
	2.2 Manage nursing workload according to a person's needs and re-prioritise care activities for the person rapidly when circumstances change
	2.3 Monitor own nursing interventions to ensure they support independence and person-centred care in collaboration with interdisciplinary health care team and the person
	2.4 Undertake appropriate pre-, intra- and post-diagnostic procedures for the person in line with organisation policy and procedures
	2.5 Identify and interpret rehabilitation principles that underpin appropriate nursing interventions for the older person and apply to nursing care as required
	2.6 Identify the person's understanding of their condition and current therapies and review their ability for self-management
	2.7 Confirm the person's condition, therapies and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	capacity for self-management with the family or carer where appropriate
	2.8 Identify when the acuity of the older person is beyond own skills and knowledge and promptly consult with registered nurse and relevant interdisciplinary health care team members
3. Assess and respond to the needs of a person experiencing loss and grief	3.1 Identify the effects that experiencing grief and loss can have on a person's physical, emotional, cognitive, behavioural, social and spiritual domains
	3.2 Identify factors impacting or potentially impacting the person, family or carer's experience of grief and loss
	3.3 Encourage the person, family or carer experiencing loss or a complex grief reaction to verbalise their feelings, and provide support to them in that process
	3.4 Facilitate and assist the interdisciplinary health care team to appropriately communicate adverse news to an older person, family or carer in line with organisation policies and procedures
4. Actively promote improvement and advancement of aged care nursing	4.1 Communicate outcomes and proposed actions to the registered nurse and use a collaborative approach for follow up with interdisciplinary team
	4.2 Evaluate nursing interventions provided and consider identified outcomes against evidence-based best practice in aged care nursing
	4.3 Recognise and monitor the symptoms of stress and professional carer burnout in self, peers and colleagues, and refer to appropriate services within organisation policies and procedures and scope of practice
	4.4 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice and acting as a resource for colleagues

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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

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

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Assessment Requirements for HLTENN029 Apply nursing practice in the contemporary aged care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN615B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- analysed health information and the clinical presentation of 2 older people in the workplace, to reach a substantiated conclusion about possible nursing interventions to support continued independence and specialised health care in consultation with a registered nurse, including:
  - monitoring and providing effective symptom management of pain, hydration and nutritional needs, oral health issues and elimination needs
  - applying person-centred care and principles of rehabilitation in nursing interventions
  - supporting self-management strategies including use of appropriate devices or aids.

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:

- aged care system in Australia
- protocols for admission and transfer of older person to acute care environments
- aged care assessment and funding arrangements and associated documentation
- age-related adjustments and transitions for the older person

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- evidence-based practice in aged care environment
- health illness continuum model
- philosophy of loss and grief, and how to deal with others experiencing loss or complex grief reactions
- philosophy underpinning aged care and extended care management
- legal and ethical issues and considerations, and assessment tools relevant to the older person, including but not limited to:
  - advance care directives
  - *Aged Care Act 1997* (Cwlth)
  - Aged Care Funding Instrument (ACFI)
  - carers recognition legislation
  - aged care risk classification system
  - Code of ethics for nurses in Australia' and the 'Code of professional conduct for nurses' (Nursing and Midwifery Board of Australia)
  - Residential *Care Quality Assessment* (ResCareQA)
  - legal requirements associated with abuse of the older person.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including
  - progressive notes of a de-identified person's medical history
  - advance care directives
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN030 Implement and monitor care for a person with a stoma

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN616B

Application

This unit describes the skills and knowledge required to plan, implement and evaluate holistic care for the person with a stoma, applying the principles of contemporary stoma management.

Enrolled nurses working in stoma care nursing need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation/collaboration with registered nurses and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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.*
1. Contribute to interdisciplinary health care team in caring for the person with a stoma	1.1 Work within scope of practice to support the interdisciplinary health care team in managing the person's stoma care needs and the needs of their family or carer 1.2 Identify specialist nursing and medical services and community agencies that support and deliver stoma care, and their possible role in long-term management of the person's stoma condition 1.3 Discuss nursing care management plan regularly with the registered nurse and other members of the interdisciplinary health care team 1.4 Work in partnership with the person and appropriate service providers and agencies to maintain continuity of care
2. Assess health care needs of a person with a stoma	2.1 Perform holistic health assessment of the person using a range of assessment tools relevant to person's care requirements 2.2 Collect accurate information in accordance with organisation policy and procedures 2.3 Identify physiological, pathological and congenital conditions leading to the person's stoma creation 2.4 Determine the person's own knowledge of their condition, therapies and self-management requirements, and how this might impact their care planning and provision 2.5 Identify family or carer's knowledge of and involvement in the person's stoma care condition, management and therapies 2.6 Identify possible psychological factors impacting the person with a stoma and their family or carer
3. Perform complex nursing interventions to assist a person with a stoma	3.1 Prepare the person's nursing care plan to ensure it reflects the care needs specific to stoma care requirements 3.2 Prioritise nursing interventions for the person according to their identified needs, including emergency

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ELEMENT	**PERFORMANCE CRITERIA**
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.*
	care of stoma
	3.3 Identify principles of contemporary stoma management and apply these within organisation policy and procedures when providing nursing care for the person
	3.4 Identify opportunities to provide health education to the person, and promote health and self-management of the stoma
	3.5 Provide the person with education to promote health and self-management of the stoma
	3.6 Identify responses of the person, family or carer to nursing interventions and their understanding of ongoing management of the person's condition, including strategies for self-management
	3.7 Communicate outcomes and proposed actions to the registered nurse and use a collaborative approach for follow up with interdisciplinary team
	3.8 Identify when the acuity of a person is beyond own skills and knowledge and promptly consult with registered nurse and relevant interdisciplinary health care team members
4. Evaluate progress toward expected outcomes of care	4.1 Critically review the nursing care plan and modify according to the person's progress toward planned outcomes, in consultation and collaboration with the registered nurse and health care team
	4.2 Evaluate the person's understanding of their stoma condition, medications, therapeutic regimes and self-management, and document their uptake of health promotion initiatives
	4.3 Evaluate nursing interventions provided and consider identified outcomes against evidence-based best practice in stoma nursing care
	4.4 Document outcomes of care and communicate findings to other members of the interdisciplinary health care team in accordance with organisation policy

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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

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

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Assessment Requirements for HLTENN030 Implement and monitor care for a person with a stoma

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTEN616B

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- undertaken holistic assessment of at least 3 people using a range of assessment tools to identify the physiological, pathological or congenital conditions leading to stoma creation
- provided nursing care applying the principles of stoma management to 2 people with a stoma in the workplace including:
  - replacing a stoma drainage bag
  - assessing the stoma for signs of obstruction, prolapse, necrosis and impaired integrity.

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:

- principles of contemporary stoma management
- health promotion activities appropriate for the person with a stoma and associated issues
- medical terminology associated with stoma management, including:
  - ostomy
  - colostomy

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    - ileostomy
    - urostomy
    - stricture
    - obstruction
    - prolapse
    - retraction
    - parastomal hernia
- nursing management of the person with a stoma who is undergoing surgery
- anatomy, physiology and pathophysiology related to stoma issues, sufficiently in-depth and specialised to make considered judgements and to make a professional contribution to the health care team
- processes for the emergency care of stomas and stoma management including:
    - pre-operative and pre-procedure bowel preparation
    - wound care specific to stoma operation perineal wounds:
        - jejunostomy
        - gastrotomy
        - caecostomy
        - gastrointestinal and genito-urinary fistula
- supporting bridge site care
- appliance and product selection and management
- how to manage skin and peristomal skin conditions
- how to manage feeding and drainage tubes
- how to manage urinary incontinence
- faecal incontinence – its types, causes, assessment and management
- skin care and products to assist in managing incontinence
- how to make long bags
- how to manage constipation, diarrhoea, constipation and flatus
- care of high output stomas
- odour control
- community services and resources for stoma care
- issues relating to stoma care including:
    - altered fluid and electrolyte states
    - nutrition, hydration
    - body image and sexuality
    - psychological and psycho-social considerations
    - stomal obstruction
    - peritonitis
    - necrosis
    - impaired stomal integrity
    - prolapse.

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - progressive notes of a de-identified person's medical history
  - adult simulation manikin with stoma
  - stoma drainage bags
  - organisation policy and procedures on which the candidate bases the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN031 Apply nursing practice in the contemporary mental health care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removed pre-requisites. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN617C

Application

This unit describes the skills and knowledge required to work as part of the interdisciplinary health care team providing care for people requiring mental health services.

Enrolled nurses working in the mental health care need to hold and apply specialised in-depth knowledge, effectively integrate theory and practice, and make reliable clinical assessments and judgements.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work as part of an interdisciplinary health care team in mental health care	1.1 Contribute appropriately to support the interdisciplinary health care team in managing care of the person requiring mental health care 1.2 Contribute to achieving effective team work and supportive positive group dynamics when working with health care colleagues 1.3 Implement into own nursing practice the philosophical and policy frameworks for managing care for the person requiring mental health services 1.4 Identify the contributions of emergency services, referring agencies, hospital and community team staff and community support groups to the care needs of the person with a mental health condition 1.5 Participate safely as part of team in interventions involving chemical or physical restraint, and document in accordance with organisation policy and procedures 1.6 Identify when the acuity of a person is beyond own skills and knowledge and promptly consult with registered nurse and relevant interdisciplinary health care team members
2. Clarify the impact of mental health treatment and rehabilitation on the person, family or carer	2.1 Perform holistic assessment including mental health assessment of the person in consultation and collaboration with the registered nurse 2.2 Identify the impact of a mental health condition on the person and family or carer where appropriate 2.3 Identify opportunities where indicated, to provide the person, family or carer with information on availability and access to recovery-orientated health services and community resources 2.4 Provide the person with education to promote their well-being and self-management of their mental health condition
3. Relate therapeutically to a person with a mental health condition	3.1 Respond to the person's behaviour in a therapeutic manner, recognising antecedents for behaviour as appropriate 3.2 Acknowledge the person's individual experiences in a

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	non-judgemental manner
	3.3 Demonstrate knowledge of the stages and philosophy of therapeutic relationships
	3.4 Prioritise care issues for the person in accordance with their presentation and behaviour
	3.5 Maintain professional boundaries with the person, and set appropriate limits for therapeutic interventions
	3.6 Recognise own verbal and non-verbal cues that may impact the person and others, and amend own communication practices as required
	3.7 Seek out opportunities and participate in professional development, acquiring knowledge to guide own practice
4. Evaluate the care plan for a person with mental health condition, and support a person's self-management	4.1 Critically review the care plan and propose changes or modifications according to the person's progress toward planned outcomes in consultation and collaboration with interdisciplinary health care team
	4.2 Evaluate nursing interventions provided and consider identified outcomes against evidence-based best practice in mental health nursing care
	4.3 Promote the person's self-management of their condition and assist them to provide accurate information to their family or carer on their mental health care needs
	4.4 Document uptake by the person of specific health promotion initiatives to support their self-management

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.

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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

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Assessment Requirements for HLTENN031 Apply nursing practice in the contemporary mental health care setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removed pre-requisites. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN617C

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 nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- provided nursing care and management for 3 people with a mental health condition and documented progress towards planned nursing outcomes in the workplace, including the following complex issues:
  - non-compliance with medication
  - adverse effects of pharmacology used to treat mental health condition
  - risk of self-harm and requirements for physical restraint
  - alcohol and other drug misuse
  - coping skills
  - changes to sleep and concentration patterns.

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:

- broad classifications of mental health conditions
- application of nursing theory to a mental health context

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- mental health pharmacology including therapeutic and adverse effects
- diagnostic tests used in mental health assessment and their significance
- ethical issues associated with use of antipsychotic medications
- concept of the national framework for recovery-oriented mental health services
- research related to mental health care and evidence based nursing practice
- legal and ethical considerations (national, State/Territory and local) regarding participation of the person and carer in planning and recovery, and how these are applied in organisations and individual practice, including:
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practice standards
  - privacy, confidentiality and disclosure
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and individuals accessing the service
  - specific mental health legislation and its impact on individual workers
  - work role boundaries, including responsibilities and limitations:
    - role of other workers
    - roles of family and carers
  - work health and safety
- national framework for recovery-orientated mental health services (Australian Government):
  - principles of recovery-oriented practice
  - evidence-based practice in the context of recovery
- culturally appropriate health promotion activities for persons with mental health conditions
- factors influencing self-esteem
- medical terminology associated with contemporary mental health care
- philosophy underpinning mental health care
- principles of mental health assessment and risk assessment
- specialised knowledge in the antecedents and clinical manifestations of mental health conditions
- appropriate of interventions involving chemical or physical restraint
- classification systems for mental health conditions, including:
  - Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
  - Classification of Mental and Behavioural Disorders ICD-10.

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including
  - progressive notes of a de-identified person's medical history
  - organisation policy and procedures on which to base the planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN032 Apply nursing practice in the rural and remote setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removed pre-requisites. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN618C

Application

This unit describes the skills and knowledge required to adapt nursing practice in response to the unique working conditions in rural and remote environments that are impacted by isolation and distance with restricted access to specialist health practitioners and services.

Enrolled nurses work as part of a multidisciplinary health care team across a wide range of care levels and settings and emergency care services.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish the impact of rural and remote context on nursing practice	1.1 Establish the systemic impacts of location on healthcare services as a context for work. 1.2 Recognise individual situations where time, distance and environmental issues may affect a person's care 1.3 Gather and critically review information to identify gaps, benefits and limitations of health care service options and capacity for effective response 1.4 Engage with the community healthcare network to determine the interrelationships and opportunities for collaborative work practice
2. Adjust assessment and care practices to the rural and remote context	2.1 Prioritise and coordinate work team responsibilities in the context of location being beyond the timely reach of specialist medical assistance in consultation and collaboration with registered nurse 2.2 Adjust assessment tools and techniques within the constraints of environmental impacts on care and availability of resources in accordance with organisation policies and procedures 2.3 Address concerns with registered nurse related to stabilisation and transport of a person and requirements for further assessment and management 2.4 Evaluate options for transporting a person or waiting for medical assistance in relation to environmental issues, risks, transport availability and the person's condition 2.5 Re-prioritise nursing care activities rapidly when in changing or changed circumstances in collaboration with registered nurse 2.6 Use emerging health technologies to provide specialist healthcare services 2.7 Apply collaborative nursing practice models, which are sufficiently efficient, sustainable, flexible and responsive to rapidly changing needs of healthcare required
3. Contribute to improved outcomes in rural and remote communities	3.1 Review own practice and professional isolation in the work environment and identify opportunities for professional development

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.2 Use professional and community collaboration and networking to inform practice improvements
	3.3 Act as a resource for colleagues and other health professionals providing mentoring and coaching within authorised scope of practice
	3.4 Participate in organisation processes for continuous improvement of health care service delivery using own practice experience to inform contributions
	3.5 Seek and use community feedback on practice and service delivery in collaboration with registered nurse
	3.6 Identify and take opportunities to empower community members to seek healthcare, and participate in health promotion and illness prevention initiatives
	3.7 Provide community health education that targets specific areas of risk and concern in the community initiatives to address chronic disease risk factors and illness prevention using culturally appropriate modes of communication
	3.8 Recognise symptoms of stress and professional burnout in self, peers and colleagues, and refer to appropriate services within organisation policies and procedures and authorised scope of practice

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

No equivalent unit.

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Links

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Assessment Requirements for HLTENN032 Apply nursing practice in the rural and remote setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removed pre-requisites. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTEN618C

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 work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes and guidelines
- worked as part of the multidisciplinary health care team within scope of practice in the Australian rural and remote workplace setting for at least 3 of each of the following situations:
  - emergency situations involving stabilisation and transport
  - non-emergency situations
- responded to the required clinical interventions for 3 people to treat and manage the person’s condition, illness or injury as authorised by medical practitioner via communication modes such as phone, video or radio
- conducted 1 activity in workplace with the multidisciplinary health care team that supports improved outcomes of nursing practice in rural and remote contexts
- conducted 1 health education session to engage the community in development and ownership of health programs that meet locally specific health needs.

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:

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- changing demands for services in rural and remote communities in Australia and National E-Health Strategy
- current economic, political and socio-economic factors impacting rural and remote health care including:
  - funding arrangements including federal, State/ Territories and local government that impact availability of health services and health programs
  - expansion of scope of practice for nurses
  - shortage in health workforce
  - ageing population
  - prevalence of chronic disease
  - social disadvantage
- organisations in rural and remote areas and models of healthcare provided including:
  - Consumer Directed Care (CDC)
  - mobile health service
  - Person-Centred Care (PCC)
  - Primary Health Care (PHC)
  - tertiary level care (community or regional hospital)
- nursing practice models used in rural and remote contexts:
  - team nursing or 'shared care' approach
  - total patient care or patient focused care
  - quality-caring model (used in acute care)
  - process engagement or community health nursing (used in chronic disease management)
- assessment tools, techniques, procedures and nursing guidelines used in rural and remote contexts
- remote considerations in the provision of nursing care including:
  - how and when to access emergency response services
  - communication systems, equipment and methods available in remote situations
- emergency situations and the ways in which the care approach may be adjusted in the rural and remote context
- non-emergency situations and the ways in which the care approach may be adjusted in the rural and remote context
- emerging health technologies, their features and how they are used and accessed:
  - Telehealth services
  - mobile health services with specialised diagnostic equipment
  - hospital in the home services
- types of participants in a rural and remote multidisciplinary health care team and their roles:
  - Aboriginal health practitioner
  - community care worker
  - health care assistants

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  - medical practitioners
  - nurse practitioners
  - pharmacists
  - physiotherapists and occupational therapist
  - registered nurses and registered midwives
  - social workers
- options for transport may include emergency services using road, air or water
- sources of information on best practice nursing in rural and remote settings
- organisational processes and how they may be adapted and used in rural and remote context such as:
  - risk identification
  - and risk management processes
- community-based health services, public health services, social health care programs and health promotion programs
- community health education – health promotion activities, social media content and interactions, health information literature
- local and community culture including culturally appropriate health promotion activities.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources in line with the Australian Nursing and Midwifery Accreditation Council's Standards including:
  - progressive notes of a de-identified person's medical history
  - risk assessment tools or protocols for rural and remote health environment
  - nursing guidelines and organisation policies and procedures on which the candidate bases the care planning
- modelling of industry operating conditions including access to real people for simulations and scenarios in enrolled nursing work.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold a current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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HLTENN033 Research and report on nursing trends and practice

Modification History

Release	Comments
Release 1	New unit. This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to identify research needs, source and analyse emerging trends and best practice in nursing and report on the outcomes of research to inform continuous improvement at a systemic or organisational level.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, who work in collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify research needs	1.1 Identify opportunities for research through reflection on experience and outcomes of own nursing practice 1.2 Work with professional colleagues in relation to systemic change and areas for collaborative research 1.3 Identify and analyse internal and external factors that impact on the research process and the application of potential research outcomes 1.4 Select a focus for research and develop objectives

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	with clear links to workplace needs
2. Research nursing trends and best practice	2.1 Develop and document a research plan that includes clear information about objectives and methodologies
	2.2 Assess and select research strategies suited to areas of focus
	2.3 Access and explore information about current, emerging and innovative ideas and trends in nursing practice
	2.4 Source and collate evidence-based information about nursing best practice
3. Analyse researched information	3.1 Compare best practice evidence to current nursing practice and determine potential for development and change in own workplace
	3.2 Assess the strength, relevance, reliability and currency of information gathered by research in the context of the organisation's current nursing practice
	3.3 Identify and analyse specific ways in which researched information may be used or adapted for workplace improvement
	3.4 Assess the feasibility, benefits and risks associated with researched information and its potential use
	3.5 Develop substantiated positions and ideas from research and analysis
4. Report on research	4.1 Test and discuss positions developed from research through collaboration with colleagues
	4.2 Develop reports for relevant personnel using language and format appropriate to audience, purpose and context
	4.3 Incorporate reasoned argument and substantiated evidence into reporting
	4.4 Present research findings according to organisation standards and review processes

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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

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

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Assessment Requirements for HLTENN033 Research and report on nursing trends and practice

Modification History

Release	Comments
Release 1	New unit. This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 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:

- planned, conducted and used at least 2 research projects to contribute to the continuous improvement of nursing practice at a systemic or organisational level in at least 1 workplace.

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:

- ways in which own practice informs research
- processes for engaging others in the identification of research needs
- internal and external factors that potentially impact research and its application:
  - approval frameworks
  - organisation policies and procedures
  - resource constraints
  - health policy frameworks
  - national health priorities
- features and formats of research plans
- research strategies, how they are implemented and their application for different research objectives:
  - qualitative
  - quantitative
- evidence-based information – what it is, what it isn’t and how it is developed and used in healthcare

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- information sources for research in nursing practice, including:
  - existing research and literature
  - public and private health organisations
  - organisations in other industries
  - professional bodies
  - nurse practitioners
  - clinical nurse specialists
- processes that support analysis of information and how to use them, including:
  - comparing
  - contrasting
  - challenging
  - reflecting
  - distinguishing relevant from irrelevant
  - drawing interdisciplinary connections
  - making links between information and its application to the workplace
- report writing, including:
  - key inclusions in a research report
  - how to match report format, structure and content to audience and context
  - techniques for developing and substantiating positions and arguments in writing
  - use of referencing, and understanding of copyright and plagiarism.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTENN034 Contribute to the improvement of clinical practice

Modification History

Release	Comments
Release 1	New unit. This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to model high standards of performance, reflect on clinical work practices and contribute to organisation processes for systemic improvement.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, who work in collaboration with registered nurses, and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Model high standards of performance	1.1 Make own clinical performance consistent with the organisation's vision and objectives
	1.2 Identify and use opportunities to provide support to colleagues
	1.3 Model respectful and positive communication
	1.4 Support collaboration and continuous improvement by sharing information, knowledge and experiences with others

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Reflect on clinical work practices and potential improvements	2.1 Observe and reflect on the effectiveness of work practices in meeting desired outcomes 2.2 Identify opportunities for systemic improvements in own area of nursing practice 2.3 Discuss and explore challenges and ideas with registered nurse and interdisciplinary health care team members 2.4 Test ideas with registered nurse and interdisciplinary health care team in a positive and collaborative way 2.5 Gather and use information and feedback relevant to ideas from within and outside the interdisciplinary health care team
3. Participate in processes for systemic improvement	3.1 Recognise and take opportunities to provide input to organisation process for systemic improvements to clinical guidelines for nursing practice 3.2 Represent and reflect the perspectives and experience of self and colleagues in organisation forums 3.3 Engage with other health professionals about systemic aspects of clinical practice using accepted terminology 3.4 Present and argue informed and substantiated positions on ideas 3.5 Identify and articulate issues and practical processes for implementing change 3.6 Respond to questions about ideas expressed with confidence and relevant information 3.7 Provide timely feedback to the work team about outcomes

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTENN034 Contribute to the improvement of clinical practice

Modification History

Release	Comments
Release 1	New unit. This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 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:

- contributed to the improvement of at least 1 clinical work practice through participation in organisational processes for systemic improvement.

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:

- links between enrolled nursing practice and organisational vision and objectives and how they are demonstrated in clinical practice:
  - reproducibility and reliability
  - clinical flexibility to local circumstances
  - validity of health gains and costs predicted
  - health outcome is at an acceptable cost
- ways of supporting colleagues as an enrolled nurse:
  - informal mentoring and coaching
  - providing feedback on performance
- features of collaboration:
  - types of behaviours that support effective collaborative relationships
  - benefits of collaboration, including the value of collaboration as a problem-solving tool
  - different roles played by people in a collaborative process
  - problems encountered in a collaborative process and how they may be avoided or resolved

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    - participation in education of self, as well as individuals and groups in the work context
- types of clinical work practices where the enrolled nurse may be involved in continuous improvement, and the structures and processes that support the improvement process in relation to:
    - clinical governance
    - quality assurance and improvement
    - risk identification and management
    - recording of health information
    - clinical standards and guidelines
    - assessment tools
- sources of information that inform improvements in clinical practice and how these may be used:
    - organisational policies and procedures
    - vision statements
    - practice in other organisations
    - clinical research and literature reviews
    - evidence based nursing practice guidelines
- types of opportunities in health organisations to contribute at systemic level, how they are structured and key stakeholders involved:
    - relevant peak nursing bodies
    - committees
    - expert reference groups
    - conferences
    - nurse executives
    - nurse practitioners
    - risk management and quality assurance
    - forums
- strategies required for effective participation in organisational forums:
    - how to gather and prepare relevant information
    - techniques for structuring the presentation of information or ideas
    - processes and techniques to substantiate positions or ideas.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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In addition, assessors must hold current registration as a Registered Nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTFSE001 Follow basic food safety practices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTFS207C

Application

This unit describes the skills and knowledge required to comply with personal hygiene, maintain food safety, contribute to cleanliness of food handling areas and dispose of food.

This unit applies to food services workers who work under supervision and within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Comply with personal hygiene standards as required by the food safety program	1.1 Follow personal hygiene procedures 1.2 Report health conditions and/or illness and follow organisation procedures for continuing participation in food services

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.3 Follow organisation requirements for wearing bandages and dressings
	1.4 Wear appropriate clothing, personal protective clothing and footwear and maintain cleanliness to avoid contamination
	1.5 Follow hand washing procedures and use required facilities
2. Contribute to the cleanliness of food handling areas according to the food safety program	2.1 Maintain the workplace in a clean and tidy order to meet workplace requirements
	2.2 Comply with workplace measures to prevent pests entering food premises
	2.3 Identify and report indicators of pest presence
3. Follow food safety program	3.1 Handle and store food according to the food safety program
	3.2 Store, use and dispose of single use items appropriately to avoid damage and contamination
	3.3 Keep food for disposal separate and follow procedures for food disposal
	3.4 Identify and report processes and practices which are not consistent with the food safety program
	3.5 Take corrective action within level of responsibility
	3.6 Report any corrective action to supervisor and according to legislative and organisation documentation requirements

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.

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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

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Assessment Requirements for HLTFSE001 Follow basic food safety practices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTFS207C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 at least 4 appropriate times for hand washing and followed correct hand washing procedures
- cleaned and tidied work areas at least 2 times to avoid contamination and pests
- identified at least 2 food items for disposal and followed food disposal procedures
- identified, corrected and reported at least 2 processes or practices that were not consistent with food safety program.

Knowledge Evidence

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

- food safety program and procedures and consequences of not following these procedures
- current national, state or territory food safety laws, standards and codes, including:
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the current code
  - hygiene actions that must be adhered to by businesses to avoid food-borne illnesses

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  - employee responsibility to participate in hygienic practices
  - reasons for food safety programs and what they must contain
  - role of local government regulators
  - basic aspects of hazard analysis and critical control points (HACCP) method of controlling food safety
- food hazards and major causes of food contamination and food-borne illnesses, including:
  - airborne dust
  - colleagues without appropriate training or understanding of good hygiene practices, policies and procedures
  - contaminated food
  - contaminated garbage
  - dirty equipment and utensils
  - equipment not working correctly, including fridge and temperature probes
  - items, including linen, tea towels and towels that may be contaminated with human waste, including blood and body secretions
  - not following organisation procedures
  - vermin
- sources and effects of microbiological contamination of food
- personal hygiene requirements, including:
  - appropriate bandages and dressings to be used when undertaking food handling
  - clothing and footwear requirements for working in and/or moving between food handling areas
  - reporting of illness
  - restrictions on wearing of jewellery and other adornments, such as nail polish
  - personal clothing maintenance, laundering and storage requirements
- workplace hygiene hazards when handling food and food contact surfaces, including:
  - pest containment requirements
  - responsibilities for maintaining the work area in a clean and tidy state
  - suitable standard for materials, equipment and utensils used in the food handling area
  - use and storage of cleaning equipment
  - food disposal requirements
  - waste collection, recycling and handling procedures
- minimum hand washing occasions:
  - before commencing or recommencing work with food
  - immediately after handling raw food, smoking, coughing, sneezing, blowing the nose, eating, drinking, touching the hair, scalp or any wound, and using the toilet.

Assessment Conditions

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

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- use of suitable facilities equipment and resources, including:
  - food service and food safety program policies and procedures
  - food service facilities, equipment and utensils for handling, storing and disposing of food and beverages
  - appropriate clothing and footwear
  - personal protective clothing and wound dressings
  - food and beverages
  - cleaning equipment
  - hand washing facilities and equipment
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTFSE002 Provide ward or unit based food preparation and distribution services

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. MERGED HLTFS204D/HLTFS201D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS204C

Application

This unit describes the skills and knowledge required to distribute and collect menus, prepare minor meals and refreshments, plate meals, distribute meals and provide general housekeeping functions.

This unit applies to workers who may have multi-functional or multi-skilled roles with duties which include food service work combined with a range of other duties (e.g. cleaning, portering, wardsperson, personal care, linen distribution and client transport).

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Distribute and collect menus	1.1 Distribute menus to clients receiving diet therapy or

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
from clients according to established routines and procedures	nutritional support 1.2 Provide assistance to clients with appropriate menu selections, including clients with special needs 1.3 Collect menus from clients receiving diet therapy or nutritional support 1.4 Communicate client feedback and concerns in relation to menus or food choices in accordance with organisation policy
2. Plate, heat and distribute meals and beverages	2.1 Comply with safe food handling and hygiene practices and infection control procedures 2.2 Plate meals from bulk food to organisation standards and requirements 2.3 Implement portion control to minimise waste 2.4 Rethermalise and/or reheat meals according to food standards and regulations 2.5 Assemble meal trays and check for accuracy against documentation prior to delivery 2.6 Prepare beverage utensils for use 2.7 Leave trolley or tray in an appropriate location for meal delivery 2.8 Deliver and leave meals and/or beverages in the appropriate place for clients and within the designated timeframe 2.9 Replace missing or incorrect meals and/or beverages appropriately 2.10 Replace or refill water jugs according to specific client requirements and established policy and procedure 2.11 Check room numbers, bed numbers and client name against appropriate documentation 2.12 Identify if the client needs assistance to sit up and report or provide required assistance in accordance with role and organisation policy and procedure

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
3. Prepare minor meals, refreshments and snacks	3.1 Prepare minor meals, refreshments and snacks in an attractive manner
	3.2 Deliver minor meals according to schedule
4. Collect and maintain clean stock of utensils and meal trays	4.1 Seek client feedback on meals and beverages and report to appropriate person/s in accordance with organisation procedure
	4.2 Collect meal trays and all utensils after client has finished eating and return for cleaning
	4.3 Check tray for foreign objects or client belongings
	4.4 Maintain a stock of clean drinking utensils
	4.5 Report insufficient food or fluid intake to the appropriate person/s in accordance with organisation procedure
5. Maintain good housekeeping	5.1 Clean and maintain ward or unit food service area and equipment according to organisation standards and procedures
	5.2 Replenish food stocks, crockery and utensils

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

No equivalent unit

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Links

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Assessment Requirements for HLTFSE002 Provide ward or unit based food preparation and distribution services

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. MERGED HLTFS204D/HLTFS201D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS204C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- followed established food safety, manual handling and other food services procedures when preparing food and distributing it to clients receiving diet therapy or nutritional support, including:
  - distributing and collecting menus from at least 2 clients
  - soliciting feedback from 2 clients and forwarded to appropriate person
  - plating, rethermalising or heating and distributing at least 3 main meals and beverages to clients
  - following appropriate procedures for at least 2 clients requiring assistance to sit
  - reporting the sufficiency or insufficiency of food intake of 2 clients to appropriate person and using organisational documentation and reporting technologies.

Knowledge Evidence

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

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- food safety principles
- hazard analysis and critical control points (HACCP) principles
- legislative requirements of food service role
- causes of food contamination and cross-contamination
- factors that place client at nutritional risk
- customer service principles and techniques for encouraging meal choice and consumption
- microbiological basis for food deterioration and food poisoning
- role and need for special diets and nutritional support, including common types of special diets and nutritional supplements
- client special needs, including:
  - disabilities
  - eating difficulties
  - intellectual difficulties
  - frail and aged
  - confusion and dementia
  - nutrition risk factors
  - metabolic disorders
  - different cultural requirements
  - require diet supplements
- organisational procedures relating to food services, including:
  - food safety program
  - menu ordering and processing system
  - meals distribution equipment and operational procedures
  - manual handling and infection control
  - procedures for delivery of meals to potentially infectious clients
  - rethermalise and reheating procedures
  - reporting and documentation requirements, including client satisfaction and consumption
- ordering, documentation and reporting technologies.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
  - food service and food safety program policies and procedures
  - food service facilities, equipment and utensils for handling, preparing, storing, heating, transporting and disposing of food and beverages
  - ordering, documentation and reporting technologies
  - menus, recipes and associated ingredients
  - appropriate clothing and footwear

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  - personal protective clothing and wound dressings
  - food and beverages
  - cleaning equipment
  - hand washing facilities and equipment
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTFSE003 Perform kitchenware washing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS205D

Application

This unit describes the skills and knowledge required to stack, wash, dry and store dishes, kitchenware and associated implements.

This unit applies to food services staff who work under supervision. Work is usually performed within a prescribed range of functions involving known routines and procedures.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Wash kitchenware and associated items in a dishwasher	1.1 Sort and stack kitchenware and items safely 1.2 Load dishwasher safely and correctly 1.3 Measure and use correct amount of dishwashing detergent

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.4 Set the correct cycle of the dishwasher
	1.5 Dispose of waste hygienically
2. Hand wash and dry kitchenware	2.1 Wash dishes and other items safely and at the correct temperature
	2.2 Use correct washing implements
	2.3 Remove stains from pots and pans in the washing process
	2.4 Follow temperature standards according to food regulations
	2.5 Wash and disinfect dishes
	2.6 Use correct drying method
1. Store kitchenware	3.1 Take dry kitchenware and other items to storage area and stack safely
	3.2 Dispose of cracked, chipped or broken kitchenware appropriately

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

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

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Assessment Requirements for HLTFSE003 Perform kitchenware washing

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS205D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 :

- operated dishwasher safely and in accordance with manufacturer's recommendations at least 2 times, including:
  - stacking kitchenware
  - using correct chemicals
  - unstacking and storing kitchenware
- hand washed and dried at least 2 items using the correct water temperature, chemicals and personal protective clothing
- identified and disposed of at least 2 cracked, chipped or broken kitchenware items.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in the 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:

- legal and organisational requirements regarding:
  - infection control
  - manual handling

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- temperature requirements for hand and machine washing, rinsing and drying
- personal protective clothing.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
  - commercial dishwasher and hand dishwashing facilities, detergents and equipment
  - personal protective clothing
  - kitchenware
  - kitchenware storage facilities
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTFSE004 Serve cafeteria customers

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS206D

Application

This unit describes the skills and knowledge required to take and process food and beverage orders, handle financial transactions and maintain product displays in a cafeteria environment.

This unit applies to cafeteria workers in a range of settings. Workers at this level work under supervision with limited responsibility.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Carry out cash control procedures	1.1 Receive and check cash for float and report errors to supervisor 1.2 Carry out reconciliation of takings and report errors to supervisor

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
2. Prepare *product* displays	2.1 Display products using manufacturer and organisation recommended display techniques
	2.2 Group products logically for displays
	2.3 Display products in accordance with temperature controls and organisation policy and procedure
3. Take and process orders	3.1 Greet customers promptly and politely
	3.2 Give customers advice on product selection
	3.3 Promote house specials and create and utilise sales opportunities
	3.4 Process payments and issue receipts according to standard organisation procedure

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

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

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Assessment Requirements for HLTFSE004 Serve cafeteria customers

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS206D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- processed at least 3 orders efficiently and correctly
- accurately managed 3 cash transactions
- displayed both refrigerated and non-refrigerated food products appropriately
- advised at least 2 clients on products.

Knowledge Evidence

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

- range of products and services
- legal considerations, including:
  - food safety
  - workplace health and safety (WHS), including manual handling
  - basic Australian consumer law
  - pricing, including goods and services tax (GST)

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- cafeteria policies and procedures in relation to:
  - customer service
  - exchanges and returns
  - bag checking
  - product display
  - handling, packing and wrapping goods or merchandise
  - stock availability
  - cleaning and waste disposal
  - open and close procedures
- cash and non-cash handling procedures, including:
  - balancing point-of-sale equipment
  - calculating non-cash documents
  - change required, denominations of change and tendering change
  - counting cash
  - maintenance of cash float
  - opening and closing point-of-sale terminal
  - recording and transferring takings
  - security of cash and non-cash transactions
- functions and operation of point-of-sale equipment
- key features of a calculator
- food products characteristics and their effects on preparation and handling requirements for display.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
  - cash register or other point-of-sale equipment
  - heating and refrigeration equipment
  - cafeteria policies and procedures
  - food and beverages
- modelling of industry operating conditions, including:
  - customer interaction
  - cash handling.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTFSE005 Apply and monitor food safety requirements

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS310C

Application

This unit of competency describes the skills and knowledge required to control and monitor food safety and respond to non-conformance as required by the food safety program.

This unit applies to food services workers who implement the requirements of the food safety plan. Work is performed under supervision and within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement and monitor the food safety program	1.1 Identify food safety hazards and respond to unsafe food and complaints 1.2 Monitor and control food safety hazards in accordance with food safety program requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.3 Follow procedures to identify and separate product which is or may be non-conforming and/or implement other necessary corrective action
	1.4 Promptly report non-conformance where food safety control requirements are not met
	1.5 Record results of monitoring and maintain records in accordance with food safety program requirements
2. Assist in the identification of breaches of food safety procedures	2.1 Assist in identifying potential and actual unmet food safety requirements
	2.2 Identify practices or processes in own work that could result in unsafe food
	2.3 Participate in investigating and reporting on unsafe food as identified by internal monitoring and/or customer complaints

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

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

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Assessment Requirements for HLTFSE005 Apply and monitor food safety requirements

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS310C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 implementation of the food safety program, including:
  - using 2 monitoring methods
  - identifying 2 unsafe food items
  - implementing corrective action for addressing 2 unsafe food items and reported to supervisor
- identified 2 potential or actual food safety hazards through monitoring or client complaint and investigated processes that contributed to the breach and recommended corrective action.

Knowledge Evidence

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

- food safety program requirements for:
  - monitoring
  - hazard analysis and critical control points (HACCP)

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    - methods of control, especially time and temperature controls used in the receiving, storing, preparing, processing, displaying, serving, packaging, transporting and disposing of food
    - corrective action
    - food separation and recall procedures for unsafe food
    - reporting and documenting
- food safety hazards, the conditions under which they occur, and the possible consequences for:
    - biological agents in food
    - chemical agents in food
    - physical agents in food
    - condition of food
- monitoring methods, including organisational procedures, taking temperature and pH measurements, collecting samples and visual inspection
- high risk individuals, including:
    - children or babies
    - pregnant women
    - aged persons
    - people with immune deficiencies or allergies
    - chronically unwell.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
    - food service and food safety program policies and procedures
    - food service facilities, equipment and utensils for handling, preparing, storing, heating, transporting and disposing of food and beverages
    - monitoring equipment
    - appropriate clothing and footwear
    - personal protective clothing and wound dressings
    - food and beverages
    - cleaning equipment
    - hand washing facilities and equipment
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

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HLTFSE006 Prepare foods suitable for a range of client groups

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS302D

Application

This unit describes the skills and knowledge required to prepare and present meals in a manner that meets the nutritional requirements of client groups in a range of health and community services and food service settings.

This unit applies to food services staff with well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may have limited responsibility for the output of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify the *client groups* in a range of settings	1.1 Identify client groups 1.2 Identify and confirm the nutritional needs of the client groups in accordance with organisation procedures,

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	dietition and medical staff
	1.3 Identify a range of *foods* that meet the nutritional needs of the client groups in accordance with organisational guidelines
2. Select appropriate foods for specific client groups	2.1 Select appropriate foods for menu items to meet the nutritional needs of specific client groups and to promote healthy eating
	2.2 Select appropriate standard recipes
3. Prepare, cook and serve *meals* suitable for specific client group	3.1 Prepare food by accurately following standard recipes to ensure product consistency, nutritional integrity and to minimise wastage
	3.2 Modify food texture to meet the needs of client groups and organisation standards
	3.3 Use portion control equipment to plate meals in accordance with organisation requirements
	3.4 Serve meals in an appeasing and attractive manner
4. Follow procedures for safe food preparation	4.1 Monitor workplace safety and take action to identify and prevent hazards
	4.2 Promptly rectify faults to equipment or refer promptly for remedial action
	4.3 Use suitable food preparation and cookery methods to maximise nutritional value of foods prepared and maintain food safety
	4.4 Use infection control and hygiene procedures according to legislative and organisation guidelines
	4.5 Discard out-of-date food and ingredients
	4.6 Comply with cleaning, sanitation and waste storage and disposal practices
	4.7 Receive, store, prepare, cook, transport, serve and handle food to prevent deterioration, contamination and the growth of microorganisms
	4.8 Store leftover food safely and hygienically and use within a safe period of time or discard according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
5. Evaluate meals and work performance	5.1 Seek feedback from clients to determine levels of satisfaction
	5.2 Evaluate meals against organisation standards and client satisfaction
	5.3 Seek advice and feedback from colleagues and supervisor regarding client feedback and work performance
	5.4 Use advice and feedback to identify areas for development and opportunities for continuous improvement of work standard

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

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

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Assessment Requirements for HLTFSE006 Prepare foods suitable for a range of client groups

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS302D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- selected appropriate recipes and prepared a different main meal suitable for each of the following clients:
  - client with a specific cultural requirement
  - client with an allergy
  - client with restricted diet due to drug-food interactions
  - client with swallowing issues requiring food texture modification.

Knowledge Evidence

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

- food safety principles and regulations
- food safety hazards and risks
- food safety program requirements
- basic cookery methods, including the principles of bulk cooking

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- client conditions and associated needs and requirements
- specific dietary requirements, including:
  - coeliac
  - diabetes
  - food allergies
  - food intolerances
  - swallowing problems requiring food texture modification
  - malnutrition
- current Australian Standards for texture modified food and fluids
- food and fluid texture modification techniques
- different cultural requirements relevant to client group and individuals, including:
  - halal
  - Hindu
  - kosher
  - vegetarian
  - vegan
- foods that promote good health and principles of nutrition, including food selection and cookery methods that comply with the current *Dietary Guidelines for Australians* for the general population, including adults, children and adolescents
- additional dietary guidelines for specific populations, including older people and unwell people
- key health and legal consequences of failing to address special requirements:
  - drug-food interactions
  - allergic reactions
  - anaphylaxis
  - food sensitivity or intolerance reactions
  - choking.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
  - food service and food safety program policies and procedures
  - food service facilities, equipment and utensils for handling, preparing, storing, heating, transporting and disposing of food and beverages
  - menus, recipes and associated ingredients
  - appropriate clothing and footwear
  - personal protective clothing and wound dressings
  - food and beverages
  - cleaning equipment

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  - hand washing facilities and equipment
  - manufactures' manuals for kitchen equipment
  - food packaging and storage requirements
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTFSE007 Oversee the day-to-day implementation of food safety in the workplace

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTFS309C

Application

This unit describes the skills and knowledge required to supervise the day-to-day implementation of the food safety program across the entire business, process or food handling area.

This unit applies to workers who oversee and support others to implement the requirements of the food safety plan.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support colleagues to implement the food safety	1.1 Communicate food safety requirements and procedures to others in the workplace

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
program	1.2 Support people in the food area to meet food safety requirements
	1.3 Instruct food handlers on food safety program and legal requirements for completing food safety records
2. Control food safety in the workplace	2.1 Identify processes and procedures that have or could result in a food safety breach
	2.2 Implement procedures and controls for responding to and preventing food safety breaches
	2.3 Investigate actual and potential non-conformance and complaints from clients relating to food safety
	2.4 Respond to non-conformance and follow procedures to identify, separate and/or recall non-conforming food
	2.5 Develop or revise procedures to support food safety control and prevent further breaches
	2.6 Communicate all additional and/or revised processes and procedures to food handlers

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

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

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Assessment Requirements for HLTFSE007 Oversee the day-to-day implementation of food safety in the workplace

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTFS309C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 workplace food safety program by:
  - communicating food safety requirements to at least 2 colleagues
  - identifying and revising at least 2 policies or procedures that may result in a food safety breach and communicating changes to colleagues
  - investigating at least 2 breaches or complaints and implemented appropriate corrective action and controls.

Knowledge Evidence

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

- legal obligations for food safety:
  - personal and company liability
  - relevant national, state/territory and industry-specific legislation and regulations
  - client requirements
- principles of a systematic approach to managing food safety, which includes:
  - identification of hazards that are likely to occur

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  - establishing appropriate methods of control
  - monitoring controls
  - describing corrective action to be taken if control conditions are not met
  - recording information
- procedures for:
  - identifying, separating and recalling non-conforming product
  - handling, preparation, processing, display, packaging and storage requirements of materials and products used in the food handling area
  - reporting and record keeping
  - maintaining the food handling area:
    - cleaning and sanitation
    - pest control
    - waste management and food disposal
    - equipment calibration
    - temperature measuring devices.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
  - food service and food safety program policies and procedures
  - food service facilities, equipment and utensils for handling, storing and disposing of food and beverages
  - appropriate clothing and footwear
  - personal protective clothing and wound dressings
  - food and beverages
  - cleaning equipment
  - hand washing facilities and equipment
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTFSE008 Conduct internal food safety audits

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS312D

Application

This unit describes the skills and knowledge required to plan and conduct a food safety audit and to report and follow up audit outcomes.

This unit applies to any worker involved in internal auditing against the current food safety standards. At this level, workers would be required to exercise judgement within clearly defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Plan a *food safety audit*	1.1 Identify and locate information and resources required to conduct the audit 1.2 Develop and negotiate an audit plan with the food

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	business to meet audit scope
2. Conduct a food safety audit	2.1 Collect information that is adequate, representative and meets audit requirements
	2.2 Analyse information to assess adequacy of the food safety program
	2.3 Review records to assess compliance with the food safety program
	2.4 Assess compliance with the food safety program in the food business
	2.5 Inspect premises and transport vehicles, as required, to confirm that they meet the design and construction requirements set out by food safety legislation
	2.6 Identify areas requiring corrective action
3. Report and follow up audit outcomes	3.1 Report situations presenting an imminent and serious risk to the safety of food in accordance with legislative requirements
	3.2 Prepare audit reports to address audit scope requirements
	3.3 Communicate the results of the audit to the food business and to enforcement agencies as required by legislation
	3.4 Confirm areas requiring corrective action with the food business
	3.5 Develop a corrective action plan
	3.6 Confirm implementation of corrective action as set out in the corrective action plan
	3.7 Review corrective action and implement follow-up requirements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTFSE008 Conduct internal food safety audits

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS312D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 documented at least 2 food safety audits to meet audit scope, legal and organisational requirements of food business.

Knowledge Evidence

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

- relevant sections of the food standards codes, legislation, industry guidelines and food processes relevant to health and community services sectors and necessary to verify food safety compliance
- purpose, scope and stages of the internal food safety audit
- legal and organisational requirements and processes for:
  - internal and external second or third-party audits
  - internal and external audit roles, responsibilities and legal liabilities
  - prescribed fees, levies and charges
  - appropriate ethical conduct of auditors
  - certification and/or registration of auditors and authorised officers

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    - food safety and the purpose and intent of current legislation
    - reporting findings of the audit, conflict of interest, confidentiality, rights of appeal and giving evidence in court
    - reporting non-conformities that present an imminent and serious risk to the safety of food
    - business classification and scope and frequency of audit
    - training and assessment requirements for food safety workers and supervisors
    - minimum standards of design and construction required of food premises, fixtures, fittings, equipment and transport vehicles as required by food safety legislation and relevant Australian Standards
- audit procedures and techniques:
    - recording and reporting requirements
    - business systems and related reference documents and appropriate application of these in an audit
    - data analysis methods
    - techniques for collecting information, including choice of appropriate methods to ensure data is adequate and representative
- food safety program procedures and requirements
- food safety hazards and associated risks
- where food business control methods or limits vary from industry standards or where there are no industry standards, technical knowledge required to assess data used by the business to validate acceptable limits
- hazard analysis and critical control points (HACCP) procedures, including:
    - techniques for identifying hazards that may be reasonably expected to occur
    - determining appropriate control methods
    - monitoring and record keeping
    - validating and corrective action requirements.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including a real food business within the health or community services sectors where food safety hazards are identified and controlled by a food safety program
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

- In addition, the person assessing this unit of competency must be a competent and approved food safety auditor, as defined by food safety legislation.

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HLTFSE009 Apply cook-freeze and reheating processes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS203D

Application

This unit describes the skills and knowledge required to freeze, thaw and reheat food to ensure microbiological safety and palatability.

This unit applies to food services staff who work under supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Receive and store goods in accordance with appropriate food hygiene and health standards	1.1 Check delivered goods to ensure correct quantities, appropriate use-by dates and temperature 1.2 Record temperature check results 1.3 Move stock to freezer storage 1.4 Check and record freezer temperatures according to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	requirements
	1.5 Report departure from established standards concerning the receipt of goods, temperature checks and stock quality
	1.6 Follow stock rotation procedures
	1.7 Discard expired stock
2. Prepare frozen food for reheating	2.1 Remove required items from freezer and place in chiller according to established procedures of the food service
	2.2 Space trays to permit air circulation
	2.3 Relax product to 0-4 degrees Celsius within 24 hours
	2.4 Safely transport to point of service while maintaining correct temperatures
3. Reheat food product	3.1 Pre-heat oven to meet temperature standards
	3.2 Prepare product for reheating
	3.3 Space trays to allow air flow
	3.4 Use reheating times according to manufacturer's recommendations, oven type, loading procedures and other established procedures for the food service
	3.5 Check and record product temperature
	3.6 Clean thermometers between checking each item
	3.7 Undertake reheating of non-relaxed food in emergencies according to established procedures of the food service
4. Serve reheated food	4.1 Transfer reheated food to heated bain-marie
	4.2 Maintain temperature at 70 degrees Celsius
	4.3 Minimise warm holdings
	4.4 Maintain portion control
	4.5 Serve or deliver the meal at a temperature that complies with food safety standards and policy of the food service

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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

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

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Assessment Requirements for HLTFSE009 Apply cook-freeze and reheating processes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite. Supersedes HLTFS203D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- applied the correct procedures to handle 3 delivered food items, including:
  - receiving and storing goods
  - freezing and storing frozen food
  - relaxing frozen food
  - reheating food products
- reheated 2 items of non-relaxed food to meet a supply emergency in accordance with established procedures.

Knowledge Evidence

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

- food storage and packing requirements
- hazard analysis and critical control points (HACCP)
- workplace health and safety (WHS), infection control and hygiene regulations

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- temperature specifications for the maintenance of food safety and quality
- essential cook-freeze and reheating equipment and purposes
- characteristics and uses of different pre-cooked food types subject to chilling and freezing:
  - culinary terms and trade names
  - bulk foods
  - plated meals
  - sous-vide products
  - meals-on-wheels
  - takeaway meals
- contents of stock date codes and rotation labels
- stock rotation principles, including first in first out
- indicators of spoilage and contamination of chilled and frozen food items in storage
- food safety procedures and methods for handling and serving a variety of uncooked and pre-cooked food:
  - thawing
  - transferring
  - rethermalising
  - maintaining reheated food items
- quality indicators for rethermalised food items:
  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - size
  - taste
  - texture.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
  - food service and food safety program policies and procedures
  - food service facilities, equipment and utensils for handling, storing, freezing and reheating food
  - appropriate clothing and footwear
  - personal protective clothing and wound dressings
  - hand washing facilities and equipment
- modelling of industry operating conditions.

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHPS001 Take clinical measurements

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTMAMP401C and CHCAC410B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to prepare for, obtain and record simple clinical measurements.

This unit applies to individuals who work under the direct or indirect supervision of a health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare for clinical measurement	1.1 Determine clinical measurement requirements and own role limitations from review of client information
	1.2 Assess environment for suitability to conduct a clinical measurement
	1.3 Follow standard procedures for infection control

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Gather, prepare and check readiness of equipment and consumables prior to use
	1.5 Identify client following organisation and regulatory procedures
	1.6 Clearly communicate measurement procedures and purpose to client
	1.7 Collect and accurately document client information as required
	1.8 Give client the opportunity to ask questions and discuss any concerns
	1.9 Obtain agreement from the client in accordance with clinical guidelines, organisation policies and procedures
2. Obtain clinical measurements	2.1 Follow personal hygiene and infection control procedures
	2.2 Use equipment according to its purpose and operating instructions
	2.3 Use appropriate manual techniques and adapt to suit specific client needs and issues that arise
	2.4 Obtain valid, reliable and accurate results by following standard sequences and procedures
	2.5 Read and document numerical and other measurement data
	2.6 Identify non valid results and repeat procedures as required
	2.7 Accurately record and report results in accordance with clinical guidelines, organisation policies and procedures and confidentiality requirements
	2.8 Communicate outcome of measurements clearly and simply to client if appropriate to do so
3. Finalise clinical measurement process	3.1 Assist, advise and instruct client in accordance with needs of specific test procedures
	3.2 Clean, sterilise and/or dispose of equipment and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	consumables in accordance with manufacturers' requirements and infection control procedures
	3.3 Clean work area and dispose of waste in line with organisation protocols and infection control procedures
	3.4 Store equipment and consumables in accordance with clinical guidelines, organisation policies and procedures

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

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

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Assessment Requirements for HLTHPS001 Take clinical measurements

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTMAMP401C and CHCAC410B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- followed established protocols, infection control and safety requirements to produce accurate, valid and reliable clinical measurements from at least 3 different clients
- taken different types of clinical measurements including at least 3 of each of the following:
  - vital signs (blood pressure (BP), pulse, respirations, temperature)
  - body height, weight and circumference measurement (including body mass index (BMI) calculation)
  - blood glucose measurement
  - chemical reagent strip urinalysis
  - colour blindness testing
  - distance visual acuity testing
  - screening audiometry
  - spirometry

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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:

- legal and ethical considerations for taking clinical measurements (national, state/territory, local), including:
  - children in the workplace
  - duty of care
  - informed consent, what it means, and the limitations of obtaining consent by workers who are not health professionals
  - mandatory reporting
  - records management
  - privacy, confidentiality and disclosure
  - industry standards
  - rights and responsibilities of workers, employers and clients
  - work role boundaries – responsibilities and limitations
- standard infection control requirements for clinical measurements:
  - hand washing
  - use of personal protective equipment (PPE)
  - avoiding contact with bodily fluids
  - sharps injury considerations
  - waste disposal
- types of clinical measurements that may be taken by those supporting medical practitioners:
  - vital signs
  - body height, weight and circumference measurement (including BMI calculation)
  - colour blindness testing
  - distance visual acuity testing
  - screening audiometry
  - spirometry
- clinical measurement procedures including:
  - terminology
  - sequencing for measurement
  - type of data produced, its recording and use
- features and correct use of medical testing equipment:
  - sphygmomanometer
  - stethoscope
  - timing device
  - thermometer
  - peak flow meter and disposable mouth pieces

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  - penlight
  - percussion (reflex) hammer
  - measuring tape
  - equipment for measuring height and weight
  - goose-neck lamp or other light source
- types of information included in client medical records and rationale for these:
  - test details – name, date, time
  - name of supplies used including batch and lot number and expiry date, if applicable
  - results
  - adverse effects or incidents
  - advice or instructions given
  - information collected regarding client's current health status, physical and social function
  - signature requirements
- cultural and religious factors that impact on the approach to taking clinical measurements
- anatomy and physiology to enable performance of clinical measurement to be accurate and of minimum risk to clients

Assessment Conditions

Skills must have been 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:
  - sphygmomanometer
  - stethoscope
  - timing device
  - thermometer
  - peak flow meter and disposable mouth pieces
  - spirometer and disposable mouth pieces
  - penlight
  - measuring tape
  - equipment for measuring height and weight
  - colour blindness test plates (eg Ishihara)
  - visual acuity chart
  - audiometer and quiet room
  - goose-neck lamp or other light source
  - hand washing facilities
  - disposable gloves
- modelling of industry operating conditions, including:
  - interaction with clients
  - integration of situations requiring problem solving

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHPS002 Support health professional in the delivery of care

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTMAMP402C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to complete preparation, general assistance and follow up tasks that support health professionals in the delivery of care to clients.

This unit applies to health care workers who work under the direct or indirect supervision of a health professional in medical practices and other care facilities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare environment and equipment	1.1 Obtain and clarify instructions from health professional or according to organisation procedures
	1.2 Follow standard procedures for infection control
	1.3 Assess environment for suitability
	1.4 Gather, prepare and check readiness of equipment and consumables prior to use
	1.5 Confirm readiness and availability of emergency equipment, medications and supplies as appropriate for procedure
2. Prepare client	2.1 Read client information and confirm client identity in accordance with organisation procedures
	2.2 Clearly communicate information to client and confirm their understanding
	2.3 Give client the opportunity to ask questions and discuss any concerns
	2.4 Obtain agreement from the client in accordance with clinical guidelines, organisation policies and procedures
	2.5 Check for contraindications to procedure according to direction and confirm client's status within scope of own job role
	2.6 Assist with positioning client for procedure ensuring client comfort and accessibility according to safe manual task procedures and health professional's instructions
	2.7 Recognise and respond appropriately to client needs for reassurance
3. Follow health professional directions	3.1 Respond to requests for assistance according to workplace protocols and within the scope of own job role
	3.2 Monitor client's condition as directed and within scope of own job role
	3.3 Report abnormal observations or client reactions to health professional immediately, in line with directions from the health professional

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	3.4 Deal with adverse incidents as per workplace protocols and directions from health professional
	3.5 Accurately document procedure in client's medical record under supervision of the health professional in line with protocols and confidentiality requirements
4. Complete follow up tasks	4.1 Assist, advise and instruct client in accordance with practitioner instructions
	4.2 Monitor client for signs of adverse reaction for appropriate time period as directed and within scope of own job role
	4.3 Advise and instruct client as per organisation protocol and in line with health professional's instructions
	4.4 Clean and dispose of equipment and consumables in accordance with manufacturers' requirements and infection control procedures
	4.5 Clean work area and dispose of waste in line with practice protocols and infection control procedures
	4.6 Store equipment and consumables in accordance with clinical guidelines, organisation policies and procedures

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.

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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

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Assessment Requirements for HLTHPS002 Support health professional in the delivery of care

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTMAMP402C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- followed established protocols, procedures and infection control and safety requirements to provide assistance in delivery of care under the direction of a health professional for the following 5 procedures:
  - dressing of wounds not involving scheduled medication wound care
  - suture and staple removal
  - removal of plasters
  - application of bandaging, splints and slings
  - set up and monitoring of nebulisation without medication
- followed established protocols, procedures, infection control and safety requirements to provide assistance to a health professional who is undertaking:
  - pap tests
  - plastering
  - physical examination

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- minor operations

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:

- legal and ethical considerations for supporting the health professional in the delivery of care, including:
  - duty of care
  - informed consent, what it means, and the limitations of obtaining consent by workers who are not health professionals
  - records management
  - privacy, confidentiality and disclosure
  - industry standards
  - work role boundaries – responsibilities and limitations
  - risk management considerations
  - work health and safety
    - manual task safety procedures
- standard infection control requirements for clinical procedures:
  - hand washing
  - use of personal protective equipment (PPE)
  - avoiding contact with bodily fluids
  - needle stick injury considerations
  - waste disposal
  - how to assist with the maintenance of surgical asepsis and the reasons for maintaining a sterile field
- how to assist with the maintenance of surgical asepsis and the reasons for maintaining a sterile field
- procedures, equipment and terminology used for commonly occurring care procedures undertaken by health professionals, including:
  - dressing of wounds not involving scheduled medication wound care
  - suture and staple removal
  - pap tests
  - plastering/removal of plasters
  - physical examination
  - application of bandaging, splints and slings
  - set up and monitoring of nebulisation without medication
  - minor operations
- types of information included in client medical records and rationale for these, including:
  - procedures detail – name, date, time

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- name of supplies used including batch and lot number and expiry date, if applicable
- details of procedure
- site of procedure
- results of procedure
- any adverse effects or incidents
- advice or instructions given
- information collected regarding client's current health status, physical and social function
- medical assistant's signature or initials

Assessment Conditions

Skills must have been 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:
  - client information and medical records
  - disposable gloves
  - hand hygiene facilities
  - equipment and consumables needed for specific procedures, including:
    - bandage scissors
    - cleaning agents
    - dressing packs – basic, for skin lesion
    - dressings, swabs and bandages
    - examination couch with sheets or disposable covers
    - flow meter for oxygen cylinder
    - moisture proof sheets (blueys)
    - nebulisation mask and bowl (adult and child sizes)
    - oxygen tubing
    - pap testing equipment
    - patient gown
    - plaster of paris and padding
    - plaster saw
    - sharps container
    - simulated wound with removable sutures and staples
    - skin cleansing solution
    - splinting material
    - stainless steel dressing trolley
    - staple remover, stitch cutting blade, stitch removal scissors
    - suture material
- modelling of industry operating conditions, including:

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- interaction with clients
- integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHPS003 Maintain medication stocks

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to order, store and monitor medication stock levels and complete associated documentation to meet regulatory requirements.

This unit applies to individuals working under the direct or indirect supervision of a health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Monitor medication stock levels	1.1 Conduct an inventory of medications against required stock levels according to instructions from health professional and established procedures 1.2 Take action to ensure medications beyond expiry date are not used, in line with organisation guidelines 1.3 Correctly interpret information about cold chain

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	requirements and monitor and maintain cold chain according to medication needs
	1.4 Monitor and update medication stock in the health practitioner's bag according to instructions from health professional
2. Order stock	2.1 Identify potential shortfalls in stock levels and take action to ensure stock is replenished in a timely manner under direction from health professionals
	2.2 Accurately complete stock orders according to procedures as required
3. Handle and store medication stocks	3.1 Handle medications according to scope of own role and in accordance with manufacturer's instructions
	3.2 Unpack medication orders and check items and quantities against order for accuracy
	3.3 Store medications according to manufacturer's recommendations
	3.4 Dispose of medications in accordance with regulatory requirements and health professional instructions
4. Maintain medication documentation	4.1 Maintain accurate log books of medications in accordance with legislative requirements
	4.2 Maintain accurate documentation of cold chain management

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

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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

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Assessment Requirements for HLTHPS003 Maintain medication stocks

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed regulatory and organisation procedures to maintain the medication stocks for at least 1 health workplace under the direct or indirect supervision of a health professional

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:

- basic pharmacology, including the major medication categories and the types of conditions they treat
- storage requirements for different types of medication
- purpose and features of consumer medicine information (CMI)
- how to organise dosage administration aids
- legal and ethical considerations (national, state/territory and local) for medication storage, handling and checking, including:
  - codes of practice
    - Australian Psychology Accreditation Council (APAC) *Guiding principles to achieve continuity in medication management*

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    - Royal Australian College of General Practitioners (RACGP) *Standards for general practices*
    - *Standard for the uniform scheduling of medicines and poisons*
- specific legislation, including:
    - health acts and regulations
    - legislation and regulations pertaining to Schedule 8 (S8) controlled drugs
    - drugs and poisons
    - controlled substances

Assessment Conditions

Skills must have been 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:
    - temperature controlled storage
    - secure storage
    - dosage administration aids
    - medication stocks
    - medication documentation
    - regulatory requirements for medications
    - MIMS or similar reference guide
    - procedures for the candidate to follow
- modelling of industry operating conditions, including integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHPS004 Measure spirometry

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to prepare a client for spirometry, complete the spirometry test and to provide a report as an aid to the diagnosis and management of ventilatory impairment.

This unit applies to any health worker who takes spirometry measurements. Spirometry measurement is commonly conducted in hospitals, respiratory physicians rooms, general practitioner (GP) rooms, pharmacies and pathology collection centres.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare spirometer and materials for use	1.1 Check cleanliness and functionality of spirometer and other materials 1.2 Validate or calibrate spirometer in accordance with manufacturer specifications

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Prepare client for procedure	2.1 Greet client courteously and identify self
	2.2 Identify client following organisation and regulatory procedures
	2.3 Obtain, read, and accurately record client information, in accordance with organisation policies and procedures
	2.4 Identify and responds to contraindications for performing spirometry within scope of own job role
	2.5 Obtain clarifications from requesting health professional when necessary
	2.6 Take accurate client measurements, consider other inputs and calculate reference values from established value sets
	2.7 Seat client correctly for procedure
3. Perform spirometry	3.1 Initialise equipment to commence recording and record additional information
	3.2 Coach client through procedure with the provision of continuous instruction, encouragement and reassurance
	3.3 Observe client throughout the procedure for ability to continue
	3.4 Identify recording as technically correct
	3.5 Provide client with feedback on performance
	3.6 Repeat spirometry as necessary to comply with current standards for repeatability
	3.7 Make technically acceptable measurements according to current standards
	3.8 Select indices for report in accordance with current standards
	3.9 Identify the need for administration of a bronchodilator in accordance with current standards and medical officer request
	3.10 Allow sufficient time for peak effect from

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	bronchodilator and repeat spirometry
	3.11 Identify and respond to clinical emergencies in accordance with organisation emergency procedures
4. Complete spirometry measurement	4.1 Assist client as required on completion of procedure
	4.2 Review follow up arrangements with client
	4.3 Respond appropriately to client's questions
	4.4 Dispose of or clean materials in accordance with organisation policies and procedures, and infection control guidelines
	4.5 Clean, restock and store equipment according to manufacturer's guidelines
	4.6 Complete report to technically acceptable standards, provide a provisional interpretation of results and forward to physician for final interpretation
	4.7 Forward report and interpretation to requesting medical officer
	4.8 Enter details of client and test completed on to database and/or hospital information system

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.

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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

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Assessment Requirements for HLTHPS004 Measure spirometry

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established technical, infection control and safety procedures to produce spirometry measurements for at least 3 different clients that accurately reflect the maximal expiratory ventilatory capacity:
  - recognised and responded appropriately to errors due to both client performance and technical faults
  - provided provisional interpretation against established reference values

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:

- purpose, principles and protocols of spirometry
- legal and ethical considerations for spirometry, including:
  - duty of care
  - informed consent
  - records management
  - privacy, confidentiality and disclosure
  - industry standards

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    - work role boundaries – responsibilities and limitations
- basic pharmacology related to respiratory function relevant for spirometry measurement
- anatomy and physiology relevant for understanding and conducting spirometry
- set up, operation and routine maintenance of spirometry equipment
- patterns of normal/abnormal results related to both respiratory disease and technical factors relevant for spirometry measurement
- features of technically correct recordings, including:
    - no hesitation at start
    - evidence of maximal effort
    - no cough within first second
    - end of test criteria met
    - reproducibility
- mathematical and statistical information relevant for spirometry measurement
- reference values required for spirometry measurement and the factors that contribute to calculation of client reference values and how to incorporate these, including:
    - weight
    - height
    - age
    - gender
    - race
- how to convert volumes from atmospheric temperature and pressure (ATP) to body temperature and pressure saturated (BTPS)
- common causes of client non compliance in spirometry and the appropriate remedies
- complications and contraindications for clients undergoing spirometry measurement, and how to respond
- emergency procedures specific to spirometry instrument quality control procedures, including:
    - calibration
    - biological control measures
- relevance of environmental factors in spirometry, including temperature and humidity
- features and functions of respiratory therapy products

Assessment Conditions

Skills must have been 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:
    - spirometer
    - client information
    - procedures for candidate to follow
- modelling of industry operating conditions, including integration of situations requiring problem solving

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHPS005 Handle medical specimens

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to handle specimens including organising off-site testing and performing certain on-site tests.

This unit applies to any health worker handling medical specimens. The scope of this unit does not include any specimen collection.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Follow standard procedures for handling specimens	1.1 Apply standard precautions and codes of practice when handling medical specimens 1.2 Select and use equipment and instruments suited to the specimen being handled 1.3 Transfer specimen into appropriate container and seal properly, ensuring correct method of preservation has

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	been used
	1.4 Label containers accurately and store specimens in specified conditions
	1.5 Follow established procedures in case of adverse incident
2. Organise off-site testing of specimens	2.1 Prepare specimens for transport according to specifications for packaging and transport
	2.2 Check that specimen is accompanied by required accurately completed documentation
	2.3 Arrange pick-up of specimen, if required, ensuring specimens are in correct location for pick-up
3. Conduct on-site testing of specimens	3.1 Use and maintain equipment in accordance with manufacturer's instructions
	3.2 Conduct tests following practice protocols, standard precautions and industry standards
	3.3 Accurately document results and report to appropriate personnel
	3.4 Read and recognise significantly abnormal results and report appropriately and in a timely fashion

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.

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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

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Assessment Requirements for HLTHPS005 Handle medical specimens

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established technical, infection control and safety procedures when handling at least 4 different specimen types

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:

- legal and ethical considerations for specimen handling (national, state/territory, local):
  - codes of practice
  - records management and labelling
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations
  - work health and safety
- standard infection control requirements:
  - hand hygiene
  - use of personal protective equipment (PPE)
  - avoiding contact with bodily fluids

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  - needle stick injury considerations
  - waste disposal
- different types of medical specimens and associated handling procedures, including those for:
  - urine
  - blood
  - oral fluids
  - skin scrapings
- storage conditions for different types of specimen
- transport requirements for different types of specimen
- types of on-site tests and how they are conducted, including:
  - uriscreen
  - pregnancy tests
  - blood glucose level measurement
- how to deal appropriately with adverse incidents

Assessment Conditions

Skills must have been 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:
  - real specimens
  - packaging
  - storage facilities
  - documented procedures for the candidate to follow
- modelling of industry operating conditions, including integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHPS006 Assist clients with medication

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Wording changes to performance criteria 2.2 and 3.2. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to prepare for and provide medication assistance, and complete medication documentation. It also involves supporting a client to self-administer medication.

This unit applies to community services and health workers with authority in their state or territory to assist with the administration of medication.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare to assist with medication	1.1 Establish scope of own ability to provide assistance with medication according to organisation guidelines and jurisdictional regulatory requirements 1.2 Identify lines of authority to delegate the task, accountability and actions to be taken to handle contingencies 1.3 Confirm that equipment and all forms of medication to be administered are complete, ready for distribution and up to date 1.4 Confirm with supervisor the authority to proceed with assisting in the processes used in delivery of medication to clients 1.5 Follow infection prevention and control procedures
2. Prepare the client for assistance with administration of medication	2.1 Clarify specific assistance required to address personal needs of each client 2.2 Identify level and type of supervision required by client for assistance with medications within organisation policies and work role responsibilities 2.3 Correctly identify and greet each client, explain administration procedures and prepare them for medication 2.4 Check individual client medications according to organisation procedures 2.5 Prior assisting client with their medication, check for presence of any client physical or behavioural changes and report to supervisor or health professional 2.6 Recognise circumstances in which medication administration should not proceed and seek advice of supervisor or health professional
3. Support clients with administration of medication	3.1 Prompt client to take medication at correct time 3.2 Prepare medications and support clients with administration of medication according to legislation, organisation policies, medication requirements and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	individual care plans
	3.3 Make checks to ensure the right medication is given at the right time, to the right person, in the right amount, via the right route
	3.4 Oversee and observe clients when taking medication and confirm with them their ingestion or completion
	3.5 Implement documented procedures for medication not being administered or absorbed
	3.6 Complete medication administration records according to organisation procedures and regulatory requirements
	3.7 Observe client for changes in condition and report to supervisor or health professional as required by organisation procedures
4. Handle medication contingencies	4.1 Report any concerns with the administration of medication to supervisor and/or health professional according to organisation procedures and protocols
	4.2 Identify, report, record and address individual's reactions to medication according to organisation guidelines and health professional's instructions
	4.3 Clearly identify contaminated or out of date medication and implement organisation's procedures for safe and appropriate disposal
	4.4 Identify, report and record changes in individual's condition, within essential timeframes where relevant, according to organisation guidelines
	4.5 Identify procedures to address/respond to changes in the client's condition or needs according to the organisation's guidelines
	4.6 Promptly report any inconsistencies observed with the medication or client to the supervisor or health professional and take action according to their direction
	4.7 Document and address all inconsistencies according to organisation guidelines and procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
5. Complete medication distribution and documentation	5.1 Discard waste products according to organisation procedures and manufacturer's instructions
	5.2 Collect used equipment, discarded medications/applicators and rubbish and place in appropriate/designated receptacle according to instructions
	5.3 Clean and store unused and used medication containers and administration aids in accordance with infection control guidelines
	5.4 Follow the organisation's arrangements and procedures to replenish dose administration aids and supplies of medications
	5.5 Store medication charts, care plans or treatment sheets according to organisation procedures
	5.6 Complete medication storage procedures in compliance with legislation and own role responsibility

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Numeracy –to calculate and check correct dosage of medication, expiry dates and client information. This includes basic calculations of ratios and volume.

Reading –to correctly check and interpret client information and dosage instructions.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

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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

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Assessment Requirements for HLTHPS006 Assist clients with medication

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Wording changes to performance criteria 2.2 and 3.2. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 assistance with medication:
  - to at least 5 different clients according to their care plans
  - with at least 5 different types of medications
  - used at least 3 different modes of administration
- consistently adhered to procedures and regulatory requirements for assisting with medication, including:
  - checked the care plan and confirming details
  - checked medication, including expiry dates and dosage instructions
  - confirmed client identity
  - calculated correct dosage
  - conducted pre and post administration client checks
  - cleaned equipment and disposed and stored medications according to organisation procedures completed accurate documentation

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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:

- legislation, regulations, codes of practice and workplace policies, including:
  - commonwealth and state/territory legislation regarding the administration of medication including the Drugs and Poisons Act
  - Disability Services Acts (commonwealth and state)
  - Aged Care Act
  - duty of care
  - work health and safety
  - standard and additional infection control precautions
- roles and responsibilities of those involved in medication administration and limitations of own role in only providing assistance
- basic medication terminology
- forms of medication, and how they are handled, administered and stored, including:
  - capsules
  - drops
  - inhalants
  - liquids
  - lotions and creams
  - ointments
  - patches
  - powders
  - tablets
  - wafers
  - pessay
  - suppository
- characteristics of at least 10 commonly used medications in the area of work, including prescribed and over the counter medications, including:
  - purpose
  - expected effects and potential reactions
  - contraindications for use
  - consequences of incorrect use
  - storage requirements
  - disposal requirements
- documentation requirements for the administration of medication, including:
  - purpose
  - potential impacts of errors and reasons for error medication charts, their role and procedures for use

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Assessment Conditions

Skills must have be demonstrated in the workplace unless state or territory legislation prevents this occurring with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following aspects of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace/with members of the general public

- consistently adhered to procedures and regulatory requirements for assisting with medication, including:
  - checked the care plan and confirming details
  - checked medication, including expiry dates and dosage instructions
  - confirmed client identity
  - calculated correct dosage
  - conducted pre and post administration client checks
  - cleaned equipment and disposed and stored medications according to organisation procedures
  - completed accurate documentation

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - placebo medication, administration equipment, charts and documentation
  - individualised plan
  - workplace policies and procedures

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be a registered nurse or registered enrolled nurse or registered Aboriginal and/or Torres Strait Islander health practitioner.

Links

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

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HLTHPS008 Provide clinical mentoring in the work environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to provide mentoring of another person delivering clinical care to client's in the work environment. Clinical mentors act as a support person for direct care workers providing emotional and professional support.

This unit applies to workers supervising direct client care workers and offers a potential pathway into workplace training roles.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
1. Establish a mentoring relationship with mentee's during clinical supervision	1.1 Identify scope of learning outcomes, realistic expectations and boundaries of the mentoring relationship according to workplace policies and organisation procedures 1.2 Develop mutual trust, confidence, rapport and teamwork in the mentoring relationship

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
	1.3 Develop an agreed plan on how the mentoring relationship will be conducted
2. Facilitate and mentor the delivery of appropriate client care	2.1 Encourage opportunities for mentees to self-audit their provision of clinical care and identify workplace opportunities for further training needs
	2.2 Facilitate clinical reasoning discussions about client clinical care needs and outcomes
	2.3 Provide appropriate clinical care mentoring advice and/or support to individuals or groups using a variety of methods and technology
3. Oversee the welfare of mentee's who perform clinical skills in the workplace	3.1 Discuss and clarify the risks associated with clinical procedures and the mentee's readiness for provision of clinical care
	3.2 Take adequate measures to protect the physical and psychological wellbeing of mentee and their clients when undertaking clinical care procedures
4. Evaluate the mentoring process	3.3 Ensure appropriate workplace opportunity for practice in delivery of the required clinical skill competencies
	3.4 Ensure adequate educational follow-up is made available to support the future delivery of the required competencies
	3.5 Engage mentee's personal growth through professional development opportunities
	4.1 Communicate and document feedback and closure of the mentoring relationship with mentee and relevant management structures
	4.2 Evaluate mentoring plans and processes against agreed outcomes and reporting processes and procedures
	4.3 Document improvement opportunities for future clinical mentoring programs

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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

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

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Assessment Requirements for HLTHPS008 Provide clinical mentoring in the work environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 evidence that the candidate has:

- provided clinical mentoring/supervision to at least 1 mentee in the workplace including:
  - fostered mentees learning through their clinical expertise
  - set timeframes to achieve learning outcomes
  - evaluated and reported on clinical skills and care provided by mentee

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:

- relevant organisation policies and procedures
- knowledge of clinical skills relevant to the workplace and exceeding that of supervised mentee
- mentoring and coaching techniques and strategies
- how to set the boundaries, timeframe and scope for learning outcomes.
- how to facilitate, monitor and evaluate clinical skills mentoring

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHPS009 Perform peripheral intravenous cannulation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to perform peripheral intravenous cannulation on clients.

This unit applies to registered enrolled nurses, registered Aboriginal and/or Torres Strait Islander health practitioners and emergency workers for whom peripheral intravenous cannulation is part of the job role. They may be working in hospitals, primary health care in rural remote locations, pathology services, out-of-hospital settings or in other allied health care environments.

The extent of the practitioner's role for peripheral intravenous cannulation may be subject to state/territory legislation and organisation policy, and competency should be demonstrated within the context of applicable legislation and organisation practice.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Prepare for peripheral intravenous cannulation	1.1 Correctly identify client and authorised request/s for peripheral intravenous cannulation
	1.2 Explain procedure to client and obtain consent and check for allergies
	1.3 Identify any additional specific requests/tests relevant to the procedure before proceeding
	1.4 Ensure client is correctly and comfortably positioned to access the veins
	1.5 Work with multidisciplinary team to coordinate activities to ensure they do not impact on peripheral vascular cannulation
	1.6 Discuss with parent/carer/staff member appropriate holding and/or distraction technique for a client during cannulation
	1.7 Assemble and prepare peripheral intravenous cannulation equipment using standard precautions
	1.8 Apply tourniquet/blood pressure cuff to limb, palpate for identification of suitable vein and then release tourniquet/blood pressure cuff
	1.9 Prepare and clean insertion site for cannulation
2. Perform peripheral intravenous cannulation	2.1 Identify own work health and safety (WHS) risks associated with poor posture during procedure and adjust client's position
	2.2 Use aseptic technique to insert peripheral intravenous cannula in accordance with manufacturer's instructions and organisation policies and procedures
	2.3 Respond to complications in accordance with organisation policy and procedures and refer client to supervisor
	2.4 Dress the site with visibility of cannula entry and secure cannula to limb.
	2.5 Date the cannula in-situ dressing site, ensure client is left comfortable and is provided with relevant information and instructions
	2.6 Dispose of wastes, taking into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
	2.7 Document in client's health information the site of

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	peripheral intravenous cannulation and number of attempts
3. Monitor peripheral intravenous cannula in-situ	3.1 Assess site and cannula patency regularly in accordance with organisation procedures 3.2 Refer to supervisor or authorised personnel observed indications for cannula removal 3.3 Upon authorised request, remove intravenous cannula, cover insertion site and check bleeding has stopped

Foundation Skills

The Foundation Skills describe 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

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Assessment Requirements for HLTHPS009 Perform peripheral intravenous cannulation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 equipment and performed peripheral intravenous cannulation for 3 different clients according to manufacturer's instructions and organisation procedures
- monitored 1 in-situ peripheral intravenous cannula, documenting assessment of the patency of the cannula and condition of the site
- safely removed 1 peripheral intravenous cannula from a client in accordance with organisation 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:

- basic anatomy and physiology of the circulatory system and first aid relevant to bleeding from peripheral vascular system
- factors necessitating a client to need a peripheral intravenous cannula to be in-situ:
  - venous blood samples
  - intravenous fluids
  - medication

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- identification of suitable veins in the upper and lower limbs for peripheral intravenous cannulation including:
  - size and condition of clients vein
  - use of non-dominant limb if possible
  - avoid the cephalic vein in clients with chronic renal failure
  - expected duration of the in-situ intravenous cannula
- identification of veins to avoid using for peripheral intravenous cannulation:
  - areas of flexion e.g. antecubital fossa or bony prominences
  - vein just below the previous cannulation site
  - bruised or phlebitis areas
  - areas of poor venous return
  - limb with arteriovenous fistulae or shunt
  - infected limb e.g. cellulitis
  - arm on the same side as a previous lymph node dissection, mastectomy or affected by a cerebrovascular accident
  - limb with an implanted venous access device
  - if surgical procedure is required on limb
- basic medical terminology used in peripheral vascular cannulation and pathology laboratory requests
- factors which may affect the chemical analysis of blood collected from an in-situ peripheral intravenous cannula:
  - appropriate times to collect
  - impact of drugs
  - timing of last dose
  - required fasting times
  - protecting the integrity of the specimen
- how to position client for comfort and adjust chair or bed to reduce practitioners WHS risk factors associated with poor posture during repetitive tasks
- clinical applications for sizes (gauge) of cannula required, selection should take into account:
  - previous cannulation sites
  - age of patient e.g. neonates, children and the older person
  - purpose of peripheral intravenous cannula:
    - rapid transfusion
    - intravenous fluids
    - long term medication
- care and maintenance of peripheral intravenous cannula in- situ
- complications associated with peripheral intravenous cannulation:
  - occlusion
  - infection
  - phlebitis

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  - rupture
  - migration
  - extravasation
  - unsuccessful cannulation attempt, client discomfort or distress
- how to safely use equipment associated with peripheral intravenous cannulation:
  - tourniquet and/or blood pressure cuff
  - chlorhexidine and alcohol swabs
  - peripheral intravenous cannula
  - local anaesthetic cream and dressings
  - extension set and/or three-way tap device & bung associated with intravenous therapy
  - flushing in-situ cannula with syringe
- pre-collection criteria when peripheral intravenous cannulation is for the purpose of collecting blood including:
  - fasting and/or dietary restrictions
  - drug therapies administered to client
  - physical health status of client
  - referral of client to an appropriate health professional if pre-criteria is not met prior to cannulation

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations has not been provided in the workplace. The following aspects of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace or with members of the general public and where state/territory legislation prevents this occurring:

- prepared equipment and performed peripheral intravenous cannulation for 3 different clients according to manufacturer’s instructions and organisation procedures
- monitored 1 in-situ peripheral intravenous cannula, documenting assessment of the patency of the cannula and condition of the site
- safely removed 1 peripheral intravenous cannula from a client in accordance with organisation procedures

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - simulation learning equipment e.g. simulation limb suitable for peripheral intravenous cannulation
  - dressing pack for aseptic technique
  - solution for cleaning cannulation site
  - tape for securing cannula
  - suitable dressing to cover and allow visibility of entry site of cannula

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- peripheral intravenous cannulation equipment
- personal protective equipment
- clinical waste disposal equipment
- tourniquet/blood pressure cuff
- organisation procedure used in the planning of the procedure

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHPS010 Interpret and use information about nutrition and diet

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to interpret and use basic information about nutritional principles and healthy diet. It does not include the provision of therapeutic nutritional or dietary advice to individual clients or the recommendation of 'practitioner only' nutritional products.

This unit applies to individuals working with clients within the limits of the *Australian dietary guidelines*. They make referrals to other health professionals or accredited practising dietitians when those limits are exceeded.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australia/New Zealand standards and industry codes of practice.

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. Access nutritional and dietary information	1.1 Establish credible sources of information about nutrition and diet
	1.2 Access and interpret current dietary guidelines for healthy Australians and nutritional information that support self-care

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.3 Extract and distil information relevant to own practice
2. Use information about diet and nutrition	2.1 Determine situations where nutrition and diet may play a role for individual clients
	2.2 Integrate knowledge of basic nutrition and diet into service provision
	2.3 Promote healthy diet and nutrition to others based on the *Australian dietary guidelines*
	2.4 Provide information on lifestyle, self-care practices and specialist services related to diet and nutrition
	2.5 Identify situations where referral to a health care professional is required and take action accordingly
3. Maintain own knowledge of nutrition	3.1 Identify and use opportunities to update nutritional knowledge
	3.2 Monitor current issues and trends in nutrition and diet
	3.3 Evaluate potential changes in own work based on updated knowledge

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

No equivalent unit.

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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

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Assessment Requirements for HLTHPS010 Interpret and use information about nutrition and diet

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 critical thinking skills to review and distil information about nutrition and diet
- used information about nutrition and diet within the scope of own job role in the provision of services to at least 3 different people

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:

- legal and ethical requirements in relation to the provision of nutritional and diet information to clients:
  - roles, responsibilities and limitations of different people
  - conflicts of interest and ethical considerations
- source of information about nutrition and diet and ways to assess their credibility
- established evidence-based sources of information about nutrition and diet
- anatomy and physiology relating to diet, including:
  - structure of the digestive system
  - role of metabolism
  - digestive processes and activities, including:
    - ingestion
    - mechanical digestion

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    - propulsion
    - chemical digestion
    - absorption
    - defecation
- primary components of *Australian dietary guidelines,* including those for older Australians, children and adolescents.
- foods and their key features as described in the *Australian dietary guidelines*, including diet related aspects of chronic disease:
    - diabetes
    - cardiovascular
    - obesity/eating disorders
- basic principles and practices of nutrition and healthy diet, including nutrients, their function, recommended dietary intake (RDI), toxicity and their food sources
- benefits of antioxidants, and food groups that provide good sources
- influences on food choices for individuals
- food labelling and interpretation
- role and implications of using food additives and preservatives
- health implications of food choices
- role of good nutrition in avoiding dietary diseases
- effects of various processing and cooking methods and food storage on nutrients
- commonly encountered food intolerances
- main types and characteristics of special diets that are part of contemporary Australian society:
    - diabetic
    - coeliac/gluten free/low gluten
    - low cholesterol
    - low fat
    - sugar free
    - vegetarian
    - vegan
    - diets specific to different cultures and religions
- the meaning of:
    - drug–food interactions
    - food allergy
    - food intolerance
    - alkaline and acidity charts
- indicators of need for referral to specialist advice

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHSS001 Operate an incinerator

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTGM206D

Application

This unit describes the skills and knowledge required to correctly and safely operate an incinerator.

This unit applies to workers with a range of well-developed skills where some discretion and judgement is required. Workers will take responsibility for their own outputs under predetermined guidelines and may participate in supervised work teams.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare incinerator for operation	1.1 Undertake incinerator maintenance according to manufacturer instructions
	1.2 Check the components of the incinerator for correct

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	functioning
	1.3 Determine potential environmental risks associated with incinerator operations
2. Prepare waste for incineration	2.1 Identify waste for incineration
	2.2 Use personal protective equipment according to organisational requirements
	2.3 Check waste for products that should not be placed into an incinerator and remove
	2.4 Load waste into incinerator according to organisation policy and procedure and manufacturer instructions
3. Operate incinerator	3.1 Activate incinerator according to manufacturer instructions
	3.2 Identify and rectify problems with waste incineration
	3.3 Complete documentation according to organisation policy and procedure
	3.4 Shut down the incinerator according to manufacturer instructions
	3.5 Take and document environmental measurements according to *state/territory and local government regulations*
	3.6 Notify the appropriate person of any breaches of environmental measures or operating policy
	3.7 Dispose of waste from the incinerator according to state/territory and local regulations

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.

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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

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Assessment Requirements for HLTHSS001 Operate an incinerator

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTGM206D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- operated an incinerator on 3 occasions, including:
  - preparing the incinerator and waste for incineration and disposing of incinerator waste
  - shutting down the incinerator, taking environmental measurements and completing documentation requirements.

Knowledge Evidence

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

- manufacturer instructions for incinerator operation and maintenance
- waste handling policies and procedures for incinerator operation, including workplace health and safety (WHS), infection control, waste storage and disposal
- types, purpose and use of personal protective equipment
- waste appropriate for incineration
- relevant state/territory and local environmental legislation and regulation, including:
  - environmental protection agency guidelines

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- council regulations
- pollution regulations
- incinerator license conditions
- emission standards
- temperature standards
- waste storage regulations.

Assessment Conditions

Skills must have been 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:
  - incinerator
  - WHS and infection control policy in relation to operating an incinerator
  - relevant state/territory and local environmental legislation and regulations
  - manufacturer instructions for operation and maintenance
  - tools and materials relevant to incinerator maintenance process
  - suitable work area appropriate to incinerator maintenance process
  - personal protective equipment
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHSS002 Perform general maintenance and provide assistance to tradespersons

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. MERGED HLTGM202D/HLTGM203D/HLTGM204. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to

safely and appropriately perform minor non-trade maintenance tasks and to assist tradespersons with specialised tasks. It also describes the skills and knowledge required to select and use the appropriate materials and equipment, including hand and power tools.

This unit applies to individuals who take responsibility for their own outputs within defined procedures and known routines and may participate in supervised work teams. Work performed requires a range of well-developed skills where some discretion and judgement is required to deal with problems and unscheduled tasks.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify and plan for	1.1 Receive maintenance request and assess requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
maintenance task	for assistance, access, timeframes, costs, equipment, materials and tools
	1.2 Assess disruption to normal operations and inform those affected
	1.3 Isolate area in accordance with organisation requirements to maintain safety of others
	1.4 Identify workplace health and safety (WHS) requirements and use *personal protective equipment in accordance with legislative and organisation requirements*
	1.5 Read operation maintenance schedules and drawings to plan work
2. Perform maintenance	2.1 Select and use appropriate tools, materials and equipment in accordance with manufacturer guidelines and WHS requirements
	2.2 Check tools for serviceability and safe use
	2.3 Assemble tools, equipment and materials and prepare the work area
	2.4 Locate and hold in place material needed for both hand and power tool application
	2.5 Use both hand and power tools safely and effectively
	2.6 Safely locate both hand and power tools when not in immediate use
	2.7 Perform maintenance task according to organisation maintenance policy and procedure
	2.8 Identify problems or tasks requiring specialised assistance or tradesperson and report to supervisor
3. Assist tradesperson with construction and/or maintenance tasks	3.1 Follow instructions of the tradesperson and clarify type and details of assistance required
	3.2 Read relevant plans, drawings, operational maintenance manuals and scheduled maintenance plans to assist with task
	3.3 Provide information and assistance to tradesperson
	3.4 Report accurate information and updates between tradespersons and supervisor

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
4. Clean up work area	4.1 Clear the work area and remove waste according to organisation waste disposal requirements
	4.2 Store materials for re-use or disposal
	4.3 Clean, maintain and store tools, equipment and power leads
5. Complete documentation	5.1 Inform supervisor of task completion and any faults or problems identified
	5.2 Record the completion of the maintenance task according to organisation policy and procedure
	5.3 File or forward documentation according to organisation requirements

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

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

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Assessment Requirements for HLTHSS002 Perform general maintenance and provide assistance to tradespersons

Modification History

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- followed correct procedures to complete at least 2 maintenance requests, including finalising documentation requirements
- performed a variety of general maintenance tasks that included the following:
  - use of at least 3 hand tools
  - use of at least 2 tools powered by electricity or compressed air
- responded to at least 2 requests to assist a tradesperson in a maintenance or construction task.

Knowledge Evidence

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

- organisation maintenance and reporting policies and procedures
- purpose and use of personal protective equipment, including:
  - overalls
  - boots
  - hard hats

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  - safety glasses and goggles
  - gloves
  - ear plugs and muffs
  - face mask and respirators
  - sunscreen
- operation maintenance schedules and drawings
- environmental issues impacting on maintenance work
- principles of planned and preventative maintenance
- purpose and use of hand and power tools, including:
  - brooms
  - bars (crow and pinch)
  - bolt cutters
  - brooms
  - chisels
  - hacksaws and handsaws
  - hammers
  - measuring tapes
  - nips
  - picks and mattocks
  - pliers
  - sealant gun
  - shovel or spades
  - sledge hammers
  - spanners and wrenches
  - spirit level
  - straight edge
  - string lines
  - trowels and float
  - wire cutters
  - paint brushes and rollers
  - spatula or putty knives
  - screwdrivers
  - drills
  - nail guns
  - staplers
  - sanders
  - angle grinders
  - pneumatic wrenches
  - circular saw
  - jig saws

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    - planers
    - routers
    - jackhammer
- workplace health and safety (WHS) policies and procedures
- organisation's buildings, structures, building services, plant, equipment and machinery to be maintained
- facility, plant, equipment and machinery faults and problems which will require referral to a tradesperson
- construction sequencing and the role of individual trade groups
- activities of individual trades sufficient to enable effective assistance to be given
- purpose and use of common maintenance materials, including:
    - paint
    - thinners
    - timber
    - adhesives
    - lubricants
    - sealant
    - nails, screws, bolts, rivets and nuts
    - laminates.

Assessment Conditions

Skills must have been 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:
    - WHS procedures
    - personal protective equipment
    - organisation and manufacture guidelines and procedures
    - maintenance requests
    - suitable work area, equipment and materials
    - hand and power tools appropriate to the maintenance tasks
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHSS003 Perform general cleaning tasks in a clinical setting

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTMS206D/HLTMS208D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to perform general cleaning duties to maintain a clinical area in a clean, tidy and fit for use condition.

This unit applies to a variety of workers in the community services and health industry. Tasks may be performed under limited supervision and under predetermined guidelines as part of a broader health or community services role or as part of a specialised cleaning role.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Prepare to clean safely	1.1 Use personal protective equipment in accordance with workplace requirements 1.2 Check and set up cleaning equipment in accordance with manufacturer guidelines and organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.3 Select suitable cleaning agents and measure and prepare in accordance with manufacturer safety guidelines and organisation procedures
	1.4 Barricade work site and install appropriate signs to isolate area being cleaned
2. Clean and maintain surfaces in clinical areas	2.1 Identify surface type and texture and select suitable cleaning equipment, agent and method/s
	2.2 Remove dirt, soil, stains and spillages from surfaces and clean and dry in accordance with organisation procedures
3. Ensure maintenance of cleaning standards	3.1 Maintain wet areas in an odour, soil and hazard free condition
	3.2 Clean unit or location to achieve a low bacteria condition as required by organisation
	3.3 Ensure surfaces and areas are regularly cleaned in accordance with the organisation established cleaning schedules and routines
	3.4 Follow all infection control procedures to minimise cross-contamination
4. Manage waste	4.1 Assess all waste for health and safety risks and handle in accordance with relevant organisation and workplace health and safety (WHS) requirements
	4.2 Remove waste promptly according to established procedures to maintain a clean and tidy area and avoid build-up of unpleasant odours
	4.3 Spot clean waste receptacles and surrounds and replace soiled liners to minimise build-up of odour and to maintain a soiled-free appearance
5. Store equipment and cleaning agents safely	5.1 Clean and dry equipment before storage
	5.2 Store cleaning agents in accordance with manufacturer instructions and organisation policy

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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

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

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Assessment Requirements for HLTHSS003 Perform general cleaning tasks in a clinical setting

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTMS206D/HLTMS208D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- followed organisation procedures, including selecting correct equipment and agents, to undertake cleaning of a clinical setting with the following hazards:
  - clinical waste
  - body fluid spill
  - sharps.

Knowledge Evidence

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

- organisation procedures relating to cleaning, including:
  - schedules and routines
  - use of cleaning agents
  - surface type requirements
  - sharps handling
  - manual handling

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  - infection control
  - gross tissue samples
- surface types and textures and suitable cleaning equipment, agents and methods
- manufacturers' guidelines for cleaning equipment and agents
- range and extent of cleaning responsibilities in relation to other aspects of the worker's role
- cleaning hazards, including:
  - clinical waste, body fluids and tissue
  - slippery surfaces
  - loose electrical fittings
  - broken glass
  - high bacteria growths
  - needle stick injuries
  - sharp surfaces
  - fumes from cleaning agents
  - allergic reactions
  - client's cleaning chemical mixtures
  - unlabelled cleaning chemical containers
- types of cleaning agents, including:
  - chemical mixed on the job or pre-mixed
  - neutral PH detergents
  - acidic cleaners
  - graffiti remover.

Assessment Conditions

Skills must have been 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:
  - cleaning schedules and routines
  - clinical setting and items to be cleaned
  - personal protective equipment
  - cleaning agents and equipment
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTHSS004 Handle and move equipment, goods and mail

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTMS204D

Application

This unit describes the skills and knowledge required to deal with the safe collection, handling, sorting, movement, portage and delivery of items to internal and external customers.

This unit applies to workers providing portering, courier or similar services in a health or community services setting. Work is typically performed under supervision, with predetermined guidelines and generally within a team environment. Individuals are accountable for their own results.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Prepare to move *equipment, goods and mail*	1.1 Sort equipment, goods and mail for collection and internal and external delivery

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Maintain a clean and tidy sorting area
	1.3 Determine requirements for manual handling assistance to lift and move equipment or goods safely
	1.4 Plan appropriate routes and transportation requirements
2. Collect and deliver equipment, goods and mail	2.1 Disconnect and clean equipment in accordance with organisation requirements
	2.2 Lift and move equipment and goods safely in accordance with organisation procedures
	2.3 Secure equipment, goods and mail for transportation
	2.4 Collect items for internal and external delivery
	2.5 Deliver equipment, goods and mail according to instructions and schedules
	2.6 Place delivered equipment, goods and mail in required location
	2.7 Position and reconnect equipment according to organisation requirements
3. Finalise collections and deliveries	3.1 Follow organisation procedures for equipment and goods requiring repair
	3.2 Return repaired equipment to required location
	3.3 Complete required documentation

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

No equivalent unit

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Links

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Assessment Requirements for HLTHSS004 Handle and move equipment, goods and mail

Modification History

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- followed the correct procedures to deliver equipment, goods and mail both internally and externally on at least 2 separate occasions, including reading instructions and completing documentation requirements.

Knowledge Evidence

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

- relevant organisation procedures relating to:
  - manual handling
  - infection control
  - personal protective equipment
  - privacy and confidentiality
  - security
  - delivery points, routes and schedules

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- precautions for adverse weather conditions
- handling, moving or transporting:
  - electronic, computer and mechanical equipment
  - beds and furniture
  - parcels, mail and boxes
  - fragile and perishable items
  - confidential items
  - pathology specimens
  - hazardous substances.

Assessment Conditions

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

- use of suitable facilities equipment and resources including:
  - transport equipment
  - sorting equipment for mail
  - organisation policies and procedures manuals
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHSS005 Undertake routine stock maintenance

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTMS203D

Application

This unit describes the skills and knowledge required to maintain predetermined stock levels of supplies, consumables, equipment and other store items at ward, unit, sub-store or departmental level.

This unit applies to a variety of health or community service roles involving stock maintenance. At this level workers perform under supervision and generally within a team environment within predetermined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Maintain and monitor stock levels	1.1 Monitor quality of *stock* and storage conditions, including temperature, light, humidity, pest control and stock organisation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Determine store requirements against specified stock levels
	1.3 Replenish stores and stationery items
	1.4 Rotate perishable stock according to use-by dates
	1.5 Report deviations to supervisor according to organisation procedures
2. Prepare order lists and forward stock	2.1 Complete accurate inventory list of stock requirements
	2.2 Record stock requirements and order number in ordering system and prepare order
	2.3 Obtain authorisation for order from supervisor and forward to appropriate department
	2.4 Update inventory list based on stock usage and inventory change
3. Receive and store goods	3.1 Receive and check stock against order and record received stock in the order book
	3.2 Notify supervisor if received order is inaccurate or incomplete
	3.3 Unpack stock and store in the designated *location*

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

No equivalent unit

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Links

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Assessment Requirements for HLTHSS005 Undertake routine stock maintenance

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTMS203D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 at least 2 inventory lists of stock requirements and prepared associated orders on 2 separate occasions
- received, checked and ordered stock against 2 separate orders, including unpacking, storing and reporting errors to supervisor.

Knowledge Evidence

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

- relevant organisation procedures, including:
  - workplace health and safety (WHS)
  - manual handling
  - personal protective equipment
  - stock control and maintenance, including:
    - inventory taking
    - verbal, written and electronic ordering

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- expiry dates on perishable items
- storage and stock rotation
- manual and electronic documentation and records.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
  - stock and storage facilities
  - personal protective equipment
  - manual and electronic documentation and records for stock maintenance
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHSS006 Collect and manage linen stock at user-location

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTMS201D

Application

This unit describes the skills and knowledge required to collect soiled linen from user-locations, deliver soiled linen to a designated holding area, distribute clean linen and maintain economic linen stock levels at user-locations.

This unit applies to health or community service roles involving laundry service. At this level workers perform under supervision and generally within a team environment within predetermined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Collect and transport soiled linen	1.1 Collect soiled linen according to organisational procedures and work health safety requirements for infection control and personal protective equipment

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Transport soiled linen from user locations to designated holding area using appropriate equipment and manual handling techniques
	1.3 Replace soiled linen bags according to organisation procedures
	1.4 Identify and report hazards to supervisor
	1.5 Follow workplace procedures for dealing with accidents
2. Distribute clean linen	2.1 Transport clean linen to user locations using appropriate equipment and safe manual handling techniques
	2.2 Re-stock linen at user locations to ensure adequate supply
	2.3 Rotate linen stock and return old stock for reprocessing
3. Maintain optimum linen stock levels	3.1 Count stock and requisition linen to meet pre-determined quantity levels
	3.2 Maintain storage and security of linen according to organisation requirements
	3.3 Maintain linen stock records according to organisation requirements
	3.4 Consult with others where necessary about linen supplies
	3.5 Participate in stock takes

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.

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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

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Assessment Requirements for HLTHSS006 Collect and manage linen stock at user-location

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTMS201D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- followed organisation procedures to:
  - collect soiled linen from at least 3 user-locations and transport to designated holding location
  - respond to at least 1 accident relating to handling soiled linen that involved a sharp injury
  - distribute clean linen to at least 3 user-locations including maintaining stock levels.

Knowledge Evidence

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

- types of linen and individual uses
- delivery and collection timetables
- organisation policies and procedures relating to linen
- relevant workplace health and safety (WHS) legislation and requirements of role, including:

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  - manual handling
  - infection control
  - sharps handling
  - personal protective equipment
  - incident and accident reporting
- hazards associated with linen handling, including:
  - exposure to heat
  - sharp objects
  - potentially infectious linen
  - sharps
  - foreign objects.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
  - linen stock, user-locations and storage facilities
  - linen equipment, including trolleys, bags, baskets and bins
  - personal protective equipment
  - collection and distribution procedures, including WHS
  - inventory management procedures and documentation
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHSS007 Handle medical gases safely

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTMS207D

Application

This unit describes the skills and knowledge required to handle medical gas equipment in a safe manner within the health care environment.

This unit applies to a variety of health or community service roles involving handling medical gases. At this level workers perform under supervision and generally within a team environment within predetermined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Follow workplace requirements and relevant legislation to prepare for handling and storage of medical	1.1 Read work sheets to determine medical gas handling requirements 1.2 Select equipment required for medical gas handling

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
gas and equipment	appropriate for the size of cylinder and work tasks
	1.3 Organise and set up work areas to ensure safe, effective and efficient handling of medical gas equipment
	1.4 Inspect *medical gas equipment* to ensure cleanliness of all components, including yoke, manifold or regulator
	1.5 Identify potential medical gas *hazards* to work and manage associated risks according to job requirements
	1.6 Report and document identified hazards and risks
	1.7 Select emergency and *personal protective equipment* and fit in accordance with manufacturer specifications
	1.8 Fit and test bottles and regulators
2. Follow workplace procedures and legislative requirements to handle medical gas equipment	2.1 Use personal protective equipment and recommended precautions when handling medical gas equipment
	2.2 Confirm only trained and authorised personnel are involved in handling medical gas equipment
	2.3 Handle medical gas cylinders and related equipment with care and position according to manufacturer recommendations
	2.4 Select appropriate trolley size and type for the movement of cylinders
	2.5 Restrain cylinders for transport
	2.6 Select appropriate regulators for use with cylinder
	2.7 Close valves prior to transport
	2.8 Close cylinder valves and release regulator pressure after use
	2.9 Monitor gas pipeline and manifold systems
	2.10 Replace empty bottles and banks as soon as exhausted
	2.11 Open cylinder valves on manifold banks in accordance with manufacturer guidelines and organisation requirements and whether they are manual or automatic

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
3. Follow workplace procedures and legislative requirements for storing medical gas cylinders and equipment	3.1 Store all cylinders and equipment in appropriate storage locations in accordance with manufacturer recommendations 3.2 Store cylinders away from combustible material 3.3 Use cylinder stock on a rotational system and keep full and empty cylinders separate 3.4 Protect cylinders from cold and heat 3.5 Close and secure storage area 3.6 Display clearly visible signage outside medical gas storage area

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

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

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Assessment Requirements for HLTHSS007 Handle medical gases safely

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTMS207D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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, handled and stored medical gas cylinders and equipment in accordance with workplace requirements on 3 separate occasions
- identified at least 2 actual or potential hazards associated with medical gas and followed workplace and role requirements to address risks.

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:

- relevant industry standards and legislation for storage and handling of gases in cylinders
- workplace requirements and policies for storage and handling of gases in cylinders
- potential risks and hazards to gas equipment use and associated precautions and workplace health and safety (WHS) requirements
- personal protective equipment
- emergency response procedures

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- transportation requirements and equipment
- cylinder identification
- gas types.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
  - medical gas equipment
  - emergency and personal protective equipment
  - work sheets
- modelling of industry operating conditions, including:
  - a supervisor to whom the candidate reports.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTHSS008 Perform routine servicing of plant, equipment and machinery

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTGM201D

Application

This unit describes the skills and knowledge required to regularly service plant, equipment and machinery in accordance with maintenance schedules.

This unit applies to workers with well-developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs within clearly defined guidelines and may participate in supervised work teams.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Carry out routine assessment of plant, equipment and	1.1 Identify service requirements of plant, equipment and machinery according to organisation requirements and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
machinery	manufacturers' guidelines
	1.2 Identify potential repair and replacement requirements of plant, equipment and machinery according to organisation requirements and manufacturer guidelines
2. Prepare for routine servicing and/or minor repairs	2.1 Identify and use required personal protective equipment
	2.2 Prepare tools, equipment, parts and materials required to undertake the task
	2.3 Read maintenance manuals and documented servicing routines to determine requirements
	2.4 Prepare the area required to undertake the task
3. Perform routine servicing and minor repairs	3.1 Service and/or repair plant, equipment and machinery according to maintenance manuals, manufacturer guidelines, enterprise procedures and workplace health and safety (WHS) practices
	3.2 Inform *appropriate person/s* upon completion of the task and complete the maintenance record
	3.3 Advise appropriate person/s of faults and major repair and replacement requirements

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

No equivalent unit

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Assessment Requirements for HLTHSS008 Perform routine servicing of plant, equipment and machinery

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Supersedes HLTGM201D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- followed correct procedures when performing routing servicing and minor repairs of at least 3 different examples of plant, equipment or machinery, including:
  - identifying and addressing faults
  - selecting and using correct tools and equipment
  - following workplace health and safety (WHS) procedures
  - selecting and using correct personal protective equipment.

Knowledge Evidence

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

- organisation plant, equipment and machinery to be serviced and repaired
- organisation maintenance and reporting procedures
- amount of time required to complete routine servicing of plant, equipment and machinery
- WHS policies and procedures

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- identification of plant, equipment and machinery faults and problems that will require reference to a tradesperson
- purpose and procedure of common routine servicing tasks, including:
  - cleaning or changing filters
  - adjustments and calibrations
  - checking for wear
  - lubrication
  - checking fluid levels and adding fluids
  - cleaning .

Assessment Conditions

Skills must have been 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:
  - personal protective equipment
  - maintenance manuals and procedures
  - manufacturer instructions for plant, equipment and machinery being maintained
  - suitable work area that includes examples of plant, equipment and machinery
  - hand and power tools appropriate to the maintenance tasks in the organisation and to the worker's role
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTINF001 Comply with infection prevention and control policies and procedures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to follow organisational infection prevention and control procedures, including implementing standard and transmission-based precautions and responding to infection risks.

This unit applies to individuals working in health and direct client care contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Follow standard and additional precautions for infection prevention and control	1.1 Follow hand hygiene practices in accordance with organisations policies and procedures 1.2 Implement hand care procedures and cover cuts and abrasions 1.3 Follow organisation procedures for choice and use of personal protection equipment

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Follow procedures for respiratory hygiene and cough etiquette
	1.5 Follow procedures for environmental cleaning
	1.6 Follow procedures for handling, transporting and processing of linen in a manner that controls the spread of infection
	1.7 Follow procedures for disposal of contaminated waste
	1.8 Follow procedures for handling and cleaning client equipment that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of pathogens
	1.9 Identify and respond to situations where additional precautions may be required to prevent transmission of infection
2. Identify infection hazards and assess risks	2.1 Identify infection hazards associated with own role and work environment
	2.2 Identify own areas of responsibility in relation to infection prevention and control
	2.3 Assess risk by determining the likelihood and severity of harm from identified hazards.
	2.4 Document and report activities and tasks that put self, clients, visitors and/or other workers at risk
	2.5 Identify appropriate control measures to minimise risk in accordance with organisations procedures
3. Follow procedures for managing risks associated with specific hazards	3.1 Follow protocols for care after exposure to blood or other body fluids as required
	3.2 Place appropriate signs when and where appropriate
	3.3 Remove spills in accordance with the policies and procedures of the organisation
	3.4 Minimise contamination of materials, equipment and instruments by aerosols and splatter
	3.5 Identify, separate and maintain clean and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	contaminated zones
	3.6 Confine records, materials and medicaments to a well-designated clean zone
	3.7 Confine contaminated instruments and equipment to a well-designated contaminated zone

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

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

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Assessment Requirements for HLTINF001 Comply with infection prevention and control policies and procedures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established organisation infection prevention and control procedures on at least 3 separate occasions
- followed established organisation infection prevention and control procedures at least once for each of the following:
  - hand hygiene and care of hand
  - use of personal protective equipment
  - handling of waste
  - enforcing clean and contaminated zones
  - limitation of contamination
  - surface cleaning

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:

- established guidelines for the prevention and control of infection, including those for:
  - personal and hand hygiene:
    - how to hand wash
    - how to hand rub

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        - pre-surgical hand preparation
        - clinical moments when hand hygiene should be performed with soap and water rather than alcohol-based hand rub
        - non-clinical moments for hand hygiene hand care, including guidelines on maintaining intact skin, fingernails and jewellery/watches
    - use and scope of personal protective equipment guidelines for:
        - glove use
        - wearing gowns and waterproof aprons
        - wearing masks
        - wearing protective glasses
    - surface cleaning:
        - cleaning procedures and their specified times
        - routine surface cleaning
    - managing a blood or body fluid spill
    - sharps handling and disposal techniques
    - reprocessing procedures for equipment
- types of additional precautions and their relevance to particular areas of work or client groups
- types of hazards in the work environment and associated risks and control measures
- chain of infection:
    - source of infectious agent
    - mode of transmission
    - susceptible host
- basis of infection, including:
    - bacteria and bacterial spores
    - difference between harmless microorganisms and pathogens
    - difference between colonisation, infection and disease
    - fungi
    - viruses
- key modes of disease transmission – contact, airborne and droplet:
    - 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
- factors that increase the susceptibility to infection:
    - immune status
    - wounds or devices
    - medications and comorbidities
    - age

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace or may occur only rarely.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - organisational infection prevention and control guidelines
  - personal protective equipment
  - hand hygiene facilities and equipment
  - medical or client care equipment relevant to the workplace
  - clinical and other waste and waste disposal equipment
  - areas for cleaning
  - equipment for cleaning, including sterilised sharps if relevant to role
- modelling of industry operating conditions, including integration of problem solving activities to which the candidate responds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTINF002 Process reusable medical devices and equipment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to clean, sterilise and package reusable medical devices and equipment.

This unit applies to workers in office based health practice settings such as general practitioner (GP) surgeries, dental practices and other environments where a limited range of sterilisation equipment may be available. They follow established procedures and work under general supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare to clean used items	1.1 Follow safe work practices and infection prevention and control in accordance with legislative and workplace guidelines 1.2 Sort reusable medical devices and safely dispose of single use devices 1.3 Segregate and dispose of waste according to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	organisation and legislative requirements
	1.4 Disassemble reusable medical devices and equipment for cleaning and disinfection according to manufacturer's instructions
2. Clean and dry used items	2.1 Maintain work flow protocols in reprocessing area
	2.2 Interpret safety data sheet (SDS) and select required cleaning products
	2.3 Select cleaning processes based on manufacturer's recommendations and evaluation of reusable medical devices construction and composition
	2.4 Use cleaning methods that avoid the generation of aerosols
	2.5 Make accurate calculations for the preparation of cleaning chemicals
	2.6 Dry and inspect reusable medical devices for cleanliness and damage
3. Prepare and pack items for sterilisation	3.1 Open and unlock reusable medical devices with hinges or ratchets
	3.2 Prepare instrument trays in accordance with workplace protocols
	3.3 Package or wrap reusable medical devices in a manner that prevents damage to delicate items
	3.4 Use chemical indicator according to standards
	3.5 Pack, secure and label sterile barrier systems (SBS) to comply with aseptic removal principles
4. Sterilise loads	4.1 Interpret and apply manufacturer recommendations for cleaning and checking of steriliser and accessory equipment.
	4.2 Correctly use the numerical and other features of the steriliser and operate in accordance with manufacturer

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	instructions
	4.3 Assign cycle and batch control number and complete documentation.
	4.4 Load steriliser to ensure sterilant contact and according to standards
	4.5 Remove sterilised load immediately on completion of cycle
	4.6 Follow criteria for release of processed items considering manual task risk factors
5. Comply with quality management requirements	5.1 Interpret and adhere to operational monitoring and testing, performance qualification and maintenance of sterilisers and associated equipment
	5.2 Comply with documentation requirements for sterilisation cycles, batch control and load release
	5.3 Report and document all steriliser faults, malfunction and load non-conformance
	5.4 Store documentation in accordance with organisation procedures

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

No equivalent unit.

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Links

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Assessment Requirements for HLTINF002 Process reusable medical devices and equipment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- followed organisation procedures, work processes, safe manual handling requirements and national standards for the reprocessing of reusable medical devices on at least 3 occasions
- operated and monitored reprocessing equipment on at least 1 occasion
- identified and responded to routine process and maintenance problems and variations

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:

- roles and responsibilities of those involved in reprocessing in different health contexts
- safe work practices, standard precautions and organisation protocols for the reprocessing and storage of reusable medical devices
- risk factors associated with manual tasks and safe manual handling techniques
- key aspects of Spauldings classification
- safe work practices and standard precautions when handling and disposing of sharps
- manual instrument cleaning techniques
- procedures for use of:
  - steam sterilisers
  - thermal washer-disinfector

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- water and air pressure guns
- automated lubrication device
- drying cabinet
- hermetic heat sealers

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace or may occur only rarely.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - infection control policies and procedures
  - soiled re-usable medical devices
  - operational cleaning and sterilising equipment
  - safety data sheets
  - manufacturer instructions
- modelling of industry operating conditions, including:
  - presence of time constraints for activities
  - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTINF003 Implement and monitor infection prevention and control policies and procedures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to provide information about infection prevention and control procedures, integrate those procedures into work practices and monitor workplace performance.

This unit applies to individuals working in health or direct client care contexts, who have a coordination, team leading or supervisory responsibility in relation to infection prevention and control.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Provide information about infection prevention and control policies and procedures	1.1 Explain correct and current infection prevention and control information clearly to the work group 1.2 Regularly provide information about identified hazards and the outcomes of infection risk assessments 1.3 Provide opportunities for the work group to seek

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	further information on workplace infection prevention and control issues and practices
	1.4 Adapt communication to the needs of different workers
2. Integrate infection prevention and control policy and procedure into work practices	2.1 Implement infection prevention and control policy and procedures with members of the work group
	2.2 Maintain liaison with person responsible for organisation-wide infection prevention and control
	2.3 Provide coaching and support as required to ensure that individuals or teams are able to implement infection prevention and control practices
	2.4 Adopt work procedures to reflect appropriate infection prevention and control practice
	2.5 Promptly resolve issues raised through consultation or refer to the appropriate personnel
	2.6 Implement workplace procedures for dealing with infection prevention and control risks and hazardous events
	2.7 Encourage colleagues to report infection risks and to improve infection prevention and control procedures
3. Monitor infection prevention and control procedures performance and implement improvements in practices	3.1 Promptly investigate infectious hazardous events to identify their cause in accordance with organisation policy and procedure
	3.2 Monitor work procedures to control infection risks
	3.3 Regularly review and adjust work procedures to improve infection prevention and control practice
	3.4 Provide feedback to colleagues on compliance issues, changes in work procedures and infection prevention and control outcomes
	3.5 Identify and respond to inadequacies in work procedures and infection prevention and control measures or report to designated personnel
	3.6 Maintain accurate records of infection prevention and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	control risks and incidents as required
	3.7 Use aggregate infection prevention and control information reports to identify hazards, to monitor and improve risk control methods and to indicate training needs
	3.8 Document, report and investigate potential breaches of infection prevention and control in accordance with organisation procedures

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

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

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Assessment Requirements for HLTINF003 Implement and monitor infection prevention and control policies and procedures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence. Removed prerequisite.

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 and monitored infection prevention and control policy and procedures for at least 1 work area and at least 1 team of workers, incorporating:
  - hand hygiene and hand care
  - use of personal protective equipment
  - surface cleaning
  - waste management
  - handling of potentially infectious material
  - hazard identification and risk assessment and management

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 features of infection prevention and control regulation and guidelines:
  - Australian standards
  - government guidelines
  - manufacturer documentation
- management and work processes used to control infection:
  - assessment

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  - monitoring
  - reporting processes and hierarchies
  - training requirements
- standard and additional infection prevention and control precautions, including:
  - personal hygiene
  - use of personal protective equipment
  - surface cleaning
  - handling of potentially infectious material
- key aspects of communicable disease transmission and their relationship to different work processes
- infection risks and control measures specific to work area and related work processes
- hierarchy of risk control measures from most to least preferred:
  - elimination
  - engineering controls
  - administrative control
  - personal protective equipment

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace or may occur only rarely.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - organisational infection prevention and control policies and procedures
  - personal protective equipment
  - hand washing facilities and equipment
  - medical or client care equipment relevant to the workplace
  - clinical and other waste
  - areas for cleaning
- modelling of industry operating conditions, including:
  - interaction with a team
  - presence of real or simulated risks, hazards and infection prevention and control problems to which the candidate responds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTINF004 Manage the prevention and control of infection

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to develop, implement and monitor infection prevention and control systems and procedures in work contexts where health and personal care services are provided.

This unit applies to people working in roles with managerial responsibilities for infection prevention and control in small to medium sized organisations. There may or may not be a team of workers involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Establish framework for infection prevention and control	1.1 Access and interpret legislation, regulations and codes of practice for infection prevention and control
	1.2 Collate and evaluate information on workplace requirements for infection prevention and control
	1.3 Evaluate current policies, systems and procedures for compliance and quality

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Consult with relevant colleagues on infection prevention and control issues and requirements
	1.5 Develop and document infection prevention and control systems and procedures, including record keeping and reporting systems
	1.6 Define and allocate infection prevention and control responsibilities
2. Establish procedures for hazard identification and risk control	2.1 Establish hazard identification and risk assessment tools
	2.2 Develop workplace processes for risk control
	2.3 Ensure risk controls and hazard specific procedures are consistent with the hierarchy of control
	2.4 Put in place incident reporting and investigation procedures
	2.5 Document hazard identification and risk assessment systems and procedures
3. Implement and monitor infection prevention and control practices	3.1 Communicate infection prevention and control systems, procedures and responsibilities to relevant colleagues
	3.2 Support implementation by facilitating resources and training
	3.3 Monitor day to day effectiveness of infection prevention and control procedures and address issues of concern
4. Evaluate infection prevention and control performance	4.1 Assess infection prevention and control systems against compliance requirements
	4.2 Review incidents as key sources of information
	4.3 Seek feedback on systems and procedures from relevant colleagues
	4.4 Identify and action improvements to systems and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element* procedures

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

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

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Assessment Requirements for HLTINF004 Manage the prevention and control of infection

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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 compliant infection prevention and control systems and procedures for at least 1 work environment:
  - accessed and analysed compliance and workplace information
  - developed and documented systems and procedures for:
    - hazard identification and risk control
    - personal hygiene
    - use of personal protective equipment
    - handling and transport of potentially infectious material
    - limitation of contamination
    - cleaning and maintenance
  - communicated responsibilities to relevant people
- monitored infection prevention and control systems and procedures for at least 1 work environment and responded to problems

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:

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- key features of infection prevention and control regulation and guidelines and compliance requirements:
  - Australian standards
  - government guidelines
  - manufacturer documentation
- principles and processes of planning
- systems and procedures needed to meet compliance and quality requirements for infection prevention and control:
  - work processes and precautions
  - hazard identification and risk control
  - monitoring and evaluation
  - reporting processes and hierarchies
  - training requirements
- links between infection prevention and control systems and other management systems:
  - work health and safety
  - work organisation
  - human resource management
- for the specific work environment:
  - ways the infections are spread
  - types of hazards and risks
  - control methods
- sustainability considerations for development of infection prevention and control systems and procedures

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace or may occur only rarely.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - facilities and equipment used in the candidate’s place or intended place of work
  - current infection prevention and control regulations and standards
- modelling of industry operating conditions, including presence of real or simulated risks and hazards to which the candidate responds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTINF005 Maintain infection prevention for skin penetration treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTIN402C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the performance outcomes, skills and knowledge required to maintain infection prevention during skin penetration treatments and to review clinic compliance with the applicable state or territory and local council requirements.

It requires the ability to identify, manage and control infection risks to clients, self and work colleagues.

This unit applies to individuals who make independent treatment decisions.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Comply with infection control regulations and guidelines and related legal obligations.	1.1 Identify federal, state or territory, and local standards, regulations and guidelines that apply to beauty treatments and skin penetration procedures 1.2 Review organisational infection control policy and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	procedures for compliance
	1.3 Identify infection control risks for skin penetration treatments
	1.4 Monitor workplace for potential infection control risks
2. Monitor hygiene of premises.	2.1 Observe workplace to ensure surfaces and equipment are cleaned and disinfected
	2.2 Clean and disinfect non-penetrating instruments and articles
	2.3 Monitor removal and disposal of contaminated material
	2.4 Monitor handling and disposal of sharps and the cleaning of blood or body fluid spills
	2.5 Check dilution rates, use and storage of cleaning products
	2.6 Monitor storage of cleaning and treatment equipment
	2.7 Provide clean linen or single use, disposable coverings for each treatment
	2.8 Place soiled linen and protective clothing in a suitable receptacle.
	2.9 Clean and disinfect work area after treatment
3. Maintain infection control for skin penetration treatments.	3.1 Maintain personal protection using standard and additional precautions for client contact as required
	3.2 Provide single use, disposable and clean instruments where possible for each treatment
	3.3 Ensure instruments, equipment or other items intended to penetrate the skin or be used on mucous membranes are sterile at time of use
	3.4 Follow skin preparation procedures to minimise risk of transmission
	3.5 Immediately dispose of single-use items and waste in appropriate containers

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.6 Separate, remove, clean and sterilise potentially contaminated items according to organisation infection control policy and procedure
4. Sterilise equipment and maintain steriliser.	4.1 Ensure work flows from dirty zone to clean zone
	4.2 Clean and dry items to be sterilised
	4.3 Load steriliser and set steriliser cycle according to manufacturer instructions and Australian standard.
	4.4 Unload packages, inspect for sterilising, validate and record details according to manufacturer instructions and Australian standards
	4.5 Store sterile items correctly to prevent contamination
	4.6 Monitor the sterilising process
	4.7 Inspect and clean steriliser and steriliser trays according to manufacturer guidelines and Australian standard
5. Maintain awareness of clinic design for control of infection risks.	5.1 Identify aspects of the design of premises, surfaces, fixtures and fittings that minimise risk of transmission of infection
	5.2 Arrange cleaning area to ensure the separation of dirty and clean items and work flow is from dirty to clean to sterile.
	5.3 Clean cleaning and sterilising area according to organisational policy and procedures.

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.

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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

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Assessment Requirements for HLTINF005 Maintain infection prevention for skin penetration treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTIN402C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- integrated the maintenance of infection control with skin penetration technical skills that individually or in combination demonstrate:
  - identification of potential cross contamination risks, protecting self and client from infection risks
  - choosing and using appropriate cleaning, disinfection and sterilising procedures for instruments, equipment and equipment attachments and work surfaces
  - use of correct steriliser operation procedures:
    - packaging of items
    - loading
    - monitoring
    - validation
    - calibration
    - documentation requirements
    - disposing of waste and sharps
- provided a written review of workplace compliance with relevant state or territory and local council laws, regulations and requirements for skin penetration treatments.

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Knowledge Evidence

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

- Australian standards AS/NZS4815 and 4187 relating to infection control in office based health care facilities
- relevant state or territory legislation and guidelines relating to infection control procedures for skin penetration treatments
- local council requirements for businesses offering skin penetration treatments
- organisational policy and procedures relating to infection control
- legal responsibilities in relation to infection control, sterilising, registration or business licensing, conduct of occupation, and maintenance of premises relevant to role
- standard and additional precautions as defined by the National Health and Medical Research Council (NHMRC)
- industry codes of practice
- aetiology of infection
- sources of infection and means of transmission
- risk management in relation to infection control
- procedures and practices that support infection control measures and prevent infection transmission
- cleaning, disinfection and sterilising procedures
- procedures for responding to spills
- needle stick or sharps injury procedures for notification and response
- impact of premises layout and workflow on infection control risks
- manufacturer instructions in relation to cleaning, disinfecting and sterilising equipment and products
- risk management process for identifying treatment infection control risks
- workplace infection control risks.

Assessment Conditions

Skills must have been 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:
  - clinical and other waste and waste disposal equipment
  - equipment for cleaning, including sterilised sharps if relevant to role
  - hand hygiene facilities and equipment
  - medical or client care equipment relevant to the workplace
  - organisational infection prevention and control policies and procedures
  - personal protective equipment
  - WHS procedures

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- modelling of industry operating conditions, including integration of problem solving activities to which the candidate responds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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HLTKIN001 Develop kinesiology practice

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to establish the foundations of kinesiology practice, evaluate what makes a sustainable practice and then to develop an approach to own practice.

This unit applies to kinesiologists and other practitioners who may use kinesiology as an adjunct to another complementary or allied health modality.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish foundations of kinesiology practice	1.1 Identify, access and interpret information about the central philosophies of kinesiology practice 1.2 Evaluate the kinesiology system of healing in relation to its application to current health issues 1.3 Compare and contrast kinesiology, other complementary health modalities and broader health

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	practice
2. Represent the kinesiology framework	2.1 Determine information needs of different individuals and groups
	2.2 Identify key messages that represent the philosophy and practice of kinesiology
	2.3 Communicate information about kinesiology at a level of depth appropriate to audience needs
3. Determine requirements for sustainable kinesiology practice	3.1 Identify key issues that affect the development and sustainability of professional practice
	3.2 Identify economic, environmental, human and social considerations and their impact on professional practice
	3.3 Establish a personal health strategy that supports kinesiology practice
	3.4 Access, interpret and collate current information that supports kinesiology best practice
4. Develop approach to own practice	4.1 Reflect on professional goals and aspirations
	4.2 Identify and assess professional opportunities in kinesiology
	4.3 Consider the opportunities and constraints of individual personal circumstances
	4.4 Make decisions about practice direction, based on reflection and research
	4.5 Develop practical strategies that address own practice goals

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTKIN001 Develop kinesiology practice

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 critical thinking skills to:
  - review and reflect on information from a range of sources about kinesiology practice
  - evaluate and articulate requirements for sustainable kinesiology practice
- communicated key messages about kinesiology to meet the information needs of at least 3 different individuals or groups
- developed goals for own practice that reflect the values and philosophies of kinesiology

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:

- philosophies and principles of kinesiology:
  - historical development of kinesiology – its origin and the different modalities upon which kinesiology is based
  - central philosophies and principles, including the model of self responsibility
  - the kinesiology approach to client assessment
  - balancing techniques used in kinesiology
  - the role of muscle monitoring in providing neurological feedback from the client

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    - concept of energetic balance
- types of imbalance commonly addressed through kinesiology:
    - muscle imbalances
    - physical pain
    - stress – physical, mental, emotional
    - structural deviations
    - energetic/vibrational imbalances
    - learning challenges
    - nutritional/biochemical imbalances
    - sensitivities
    - performance below desired levels
- key features of complementary therapies used in conjunction with kinesiology
    - naturopathy
    - reflexology
    - Traditional Chinese Medicine
    - remedial massage
- key features of allied health services and their relationship to kinesiology, including:
    - physiotherapy
    - chiropractic
    - osteopathy
    - counselling
- place of kinesiology practice in the broader health care system
- features and differences of allopathic and natural medicine approaches to health
- professional kinesiology networks and industry bodies
- different models of professional kinesiology practice and their key features:
    - sole practitioners
    - employment opportunities in multi-modality centres
- components of sustainable practice:
    - economic – opportunities and viability
    - environmental
    - human – personal health and professional development
    - social responsibility
- factors for consideration in maintaining personal health for kinesiology practice, including:
    - the need to maintain own energetic awareness and balance
    - techniques for working with own breathing
- legal and ethical considerations (national and state/territory) and how these are applied in individual practice:
    - children in the workplace
    - codes of conduct

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- continuing professional education
- discrimination
- dignity of risk
- duty of care
- human rights
- informed consent
- insurance requirements
- mandatory reporting
- practitioner/client boundaries
- privacy, confidentiality and disclosure
- records management
- work role boundaries – responsibilities and limitations
- work health and safety

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have current clinical experience working as a kinesiologist providing services to the general public
- hold practising membership of an Australian professional body that represents kinesiologists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTKIN002 Conduct indicator muscle monitoring

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit

Application

This unit describes the skills and knowledge required to monitor neurological feedback from the body using manual muscle monitoring. It requires the ability to prepare self and client, gain consent, establish indicator muscles, make pre-checks and to integrate both client and practitioner perspectives in indicator muscle monitoring to determine imbalances. This skill is the fundamental tool used in kinesiology. The use of self-testing, where the practitioner tests themselves on behalf of the client, falls outside of the scope of this unit.

This unit applies to complementary and allied health practitioners who use muscle monitoring within their practice. The practitioner may or may not be a kinesiologist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare self and client for muscle monitoring	1.1 Provide accurate information to client about scope of muscle monitoring and the relationship between tester and the person being tested 1.2 Establish client willingness from indicator muscle response, plus written and verbal consent 1.3 Complete checks on own readiness according to modality procedure

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Establish indicator muscle	2.1 Place chosen indicator muscle into correct starting position and apply stabilisation that supports both client and practitioner 2.2 Demonstrate to client the direction in which pressure will be applied and the muscle's range of motion 2.3 Use clear verbal cues to ensure the client is ready for monitoring 2.4 Apply gentle progressive pressure appropriate to the muscle being monitored and the client's ability to respond 2.5 Use techniques that avoid muscle fatigue when specific muscle is subject to ongoing monitoring 2.6 Recognise muscle facilitation and inhibition and the relationship to different aspects of the prime mover 2.7 Use a level of pressure that allows for the indicator muscle response to be recognised, making judgments about rate and speed based on client responses and own experience 2.8 Request and observe feedback from the client regarding level of comfort 2.9 Modify monitoring method in light of client's feedback.
3. Apply muscle monitoring pre-checks	3.1 Identify and balance the muscle's ability to lock and unlock according to modality procedure 3.2 Identify and balance neurological disorganisation according to modality procedure 3.3 Check and balance energy function of central meridian for normal flow according to modality procedure 3.4 Check and balance hydration according to modality procedure 3.5 Check and balance ionisation according to modality procedure 3.6 Select and follow procedures for other modality

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	specific pre-checks

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

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

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Assessment Requirements for HLTKIN002 Conduct indicator muscle monitoring

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit

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:

- conducted indicator muscle monitoring on at least 60 different people, including men, women, young people and elders, including:
  - demonstrated lock and unlock on indicator muscles
  - corrected muscle response when test produces unlock response
  - used indicator muscle monitoring for physical, emotional or biochemical challenges
  - used all limbs on both left and right side of the body with client in supine and prone positions
  - integrated information from practitioner and client perspectives, evidenced by:
    - use of appropriate level of pressure
    - nature of own posture
    - enhanced communication and connection with client
    - pace of monitoring
- had own muscles monitored by at least 10 different people

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:

- relationship between client and self:
  - as one circuit
  - importance of neutrality of tester

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- terminology of muscle monitoring in kinesiology:
  - indicator/indicator change or lock/unlock not weak/strong
  - hold not resist
  - firm monitoring not strength testing
- factors that affect establishment of the indicator muscle response, including:
  - circuit locating
  - switching/overload
  - central and governing meridians
  - hydration
- neurological perspectives on the roles of conscious and subconscious aspects of muscle monitoring
- information from the practitioner's perspective that informs muscle monitoring, including:
  - mechanics of muscles:
    - prime movers
    - synergist, antagonists and fixator muscles
  - neurological circuits controlling muscle function - spinal reflexes
  - control of muscle proprioception - muscle spindle cells
  - golgi tendon apparatus
  - emotional/mental connectivity of muscles
  - biochemical connectivity of muscles
  - muscle recruitment of synergist or other muscles
- information from the client's perspective that informs muscle monitoring:
  - sensing of change between lock, unlock and vice versa
  - role of mental/emotional resource created by thoughts and feelings
  - importance of own experience of muscle monitoring to inform practice and the role experience plays in achieving consistent results
- differences between information from the practitioner and client perspectives
- ways to educate clients for awareness of indicator muscle responses
- kinesiology techniques to clear inhibited and over-facilitated muscles

Assessment Conditions

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

- use of suitable, facilities, equipment and resources, including hand sanitiser and/ or hot running water for washing hands

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

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- have at least 2 years current clinical experience working as a kinesiologist providing services to the general public
- hold practising membership of an Australian professional body that represents kinesiologists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTKIN003 Perform kinesiology assessments

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTKIN402B/HLTKIN403B/HLTKIN404B/ HLTKIN506B/ HLTKIN507B/HLTKIN508B. Some content in HLTKIN002. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to obtain client information, conduct kinesiology tests and correlate client and practitioner perspectives to make an assessment about healing needs. Kinesiologists are not expected to diagnose conditions but must be able to recognise the indications and contraindications of conditions.

This unit applies to kinesiologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client needs	1.1 Explore and clarify client expectations 1.2 Provide clear information about scope and limits of services to be provided

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Recognise needs that are beyond scope of own practice and make referrals to other health care professionals
	1.4 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions
	1.5 Identify and respond to any barriers to information gathering and assessment
	1.6 Collect accurate, relevant and organised health record and document in a form which can be interpreted readily by other professionals
	1.7 Manage information in a confidential and secure way according to records management legislative requirements
2. Use indicator muscle monitoring for assessment	2.1 Provide clear and accurate information about the muscle monitoring process and factors impacting effectiveness
	2.2 Obtain client consent to proceed with assessment
	2.3 Follow standard infection control procedures
	2.4 Follow established modality protocols to physically prepare the client for muscle monitoring
	2.5 Seek client feedback on comfort levels and maintain client dignity at all times
	2.6 Use muscle monitoring to investigate physical, mental, emotional, nutritional, energetic, lifestyle and other appropriate contexts
	2.7 Investigate causes of indicator muscle stress responses in a deliberate, logical and compassionate manner
	2.8 Use questioning with client to gain further required information
	2.9 Accurately record findings of muscle monitoring
3. Develop treatment plans	3.1 Correlate outcomes of muscle monitoring, other

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	information gathered and case history
	3.2 Read, interpret and integrate information and reports from other health professionals
	3.3 Identify and respond to pre-requisites or contraindications to balancing.
	3.4 Evaluate and respond to the physical, mental, emotional and lifestyle factors that contribute to successful treatment outcomes
	3.5 Identify frequency, duration and possible sequencing of balances to address client needs
	3.6 Accurately document proposed treatment plan
4. Confirm treatment plan with client	4.1 Communicate with the client correlations between client history, current client presentation and kinesiology principles
	4.2 Discuss with the client possible approaches to treatment based on assessment findings
	4.3 Agree priorities and expectations in consultation with the client
	4.4 Respond to client enquiries using language the client understands
	4.5 Discuss referral and collaborative options with the client according to individual needs

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

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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

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Assessment Requirements for HLTKIN003 Perform kinesiology assessments

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTKIN402B/HLTKIN403B/HLTKIN404B/ HLTKIN506B/ HLTKIN507B/HLTKIN508B. Some content in HLTKIN002. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of kinesiology client consultation work
- prepared for and managed kinesiology sessions for at least 40 different people, 10 of whom must be seen at least 3 times. Clients must include males and females from different stages of life with varied presentations
- selected and used kinesiology assessment procedures according to modality
- collected and recorded information from the client’s perspective during consultations relating to:
  - client history:
    - medical
    - surgical
    - family
    - personal
    - cultural
    - lifestyle
    - nutrition

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  - goals
  - expectations
  - presenting issues, chief complaints and symptoms:
    - location
    - quality
    - quantity and severity
    - timing
    - onset
    - frequency
    - duration
    - setting in which they occur
    - aggravating or relieving factors
  - stress factors
  - base line for comparison measurements - pain, energy levels, flexibility, postural stress
- collected and recorded information from the practitioner's perspective during consultations via all of the following:
  - muscle monitoring
  - static and dynamic postural observation
  - verbal and non-verbal communication congruency
  - weight, skin tone, hair lustre and other detected imbalances of the client and according to modality
  - lifestyle assessment
- interacted effectively with clients:
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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:

- scope and limitations of kinesiology
- legal and ethical considerations (national and state/territory) for client assessment and treatment planning:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management

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    - work role boundaries:
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- anatomy & physiology - structure and physiological function of all anatomical systems and regions of the body
- factors and barriers that may impact on assessment, including:
    - physical
    - emotional
    - cognitive
    - cultural
- factors that affect individual health status, including:
    - age
    - gender
    - constitution
    - lifestyle
    - diet
    - medications
    - alcohol and drugs
    - allergies
    - personal and medical history
    - values and attitudes
    - balance of rest and activity
    - physical environment
    - social environment
- client information required for assessment and the scope and depth of information needed around:
    - presenting condition - signs and symptoms
    - past health history - medical, surgical, family, personal and social
    - nutritional factors
    - whether other health professionals have been consulted for same presenting condition or other conditions and their remarks
- different ways that signs and symptoms of conditions present, including:
    - physical
    - emotional
    - cognitive
    - social
- kinesiology assessment techniques and considerations and how they are used, including:
    - muscle monitoring
    - techniques for assessment of:

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    - gait
    - posture
    - motion
    - gross motor skills
    - comprehension
    - hydration
  - regional/specific assessments
- contraindications to kinesiology balancing and how to respond, including:
  - unwillingness to accept self-responsibility model
  - client expectation of testing for medically determined pathology parameters
  - presence of infectious diseases suggested by fever, nausea and lethargy without receipt of diagnosis from medical practitioner
- referral options for practitioners:
  - professional health services including complementary health modalities
  - community resources and support services
- indicators for referral, including:
  - client expectation of treatment for named medical disease or condition
  - undiagnosed pain
  - infection or infectious diseases
  - undiagnosed lumps and tissue changes
  - unexplained inflammation
  - unexplained thirst
  - oedema
  - mood swings
  - bleeding and bruising
  - nausea, vomiting or diarrhoea
  - fever
  - sudden loss of weight
- factors that may impact on muscle monitoring and assessment, including:
  - age
  - allergies
  - constitution
  - diet
  - energy capacity
  - environment – physical, social
  - gender
  - fragility
  - medications
  - nutritional status
  - fitness levels

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  - lifestyle
  - personal and medical history
  - muscle monitoring pre-checks
  - use of alcohol or recreational drugs
  - values and attitudes
- the role and limitations of information and reports from other health professionals and how to establish whether the information can be used
- factors for consideration in developing a treatment plan:
  - knowledge of the effect kinesiology has or can have on a person
  - constitutional make up
  - interactions with other treatments
  - relevance of other medical information
  - pain levels
  - improvements from both client and practitioner perspectives
  - presenting issue status
- protocols for treatment plans that support reliable evidence in a consistent, sequential, measured and detailed manner

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - health assessment consultation forms
  - private consultation area
  - massage table/table and chair
  - reference manual
  - hand sanitiser and/or hot running water for washing hands
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 50 of the 200 hours of client consultations. The remaining 150 hours may be completed under the guidance of a mentor. The mentor must either meet the assessor requirements outlined below or be registered with an Australian professional body that represents kinesiologists as a mentor.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 2 years current clinical experience working as a kinesiologist providing services to the general public

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- hold practising membership of an Australian professional body that represents kinesiologists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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HLTKIN004 Provide kinesiology balances

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to obtain client information, conduct kinesiology tests and correlate client and practitioner perspectives to make an assessment about healing needs. Kinesiologists are not expected to diagnose conditions but must be able to recognise the indications and contraindications of conditions.

This unit applies to kinesiologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare the client for kinesiology balance	1.1 Provide clear information about muscle monitoring and balancing and confirm understanding 1.2 Explain factors which may interfere with the effectiveness of the balance 1.3 Inform the client of potential reactions during and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	following a session and the appropriate course of action to take
	1.4 Explain to the client how the balancing process supports innate healing capacities and the role of the kinesiologist as the facilitator for that process
2. Identify priority issue through kinesiological enquiry	2.1 Identify priority issue based on client's expectations, review of data from assessment and the client treatment plan
	2.2 Respond to client enquiries using language the client understands
	2.3 Muscle monitor to confirm client's willingness and capacity for healing on the priority issue
	2.4 Identify and record imbalances according to modality procedures and the client treatment plan
	2.5 Identify and evaluate need for singular or multiple sessions based on outcomes of enquiry and client feedback
3. Apply balancing techniques through muscle monitoring	3.1 Identify balancing options and select relevant muscles using established modality protocols based on kinesiology enquiry and assessment indications
	3.2 Use the condition and response of the client as a continual feedback to the initial assessment
	3.3 Maintain client-focused attention throughout the session
	3.4 Use appropriate correction techniques as indicated by muscle monitoring responses
	3.5 Explain corrections and/or activities performed during the session to the client
4. Monitor and record progress of balancing	4.1 Monitor and evaluate effectiveness of all corrections
	4.2 Recognise reactions to treatment and respond

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	promptly if necessary
	4.3 Continue applying corrections until the muscle monitoring process indicates that the balance is complete for this session or the agreed amount of time has passed/elapsed
	4.4 Record client awareness relevant to issue on assessment record
	4.5Compare baseline assessment and evaluate effectiveness of balance
5. Finalise the session	5.1 Educate client in relevant and practical techniques that support the balance
	5.2 Answer client queries with clarity using appropriate language
	5.3 Use honesty and integrity when explaining recommendations to the client
	5.4 Request client to monitor reactions and to contact practitioner as required
	5.5 Promote client independence and self-responsibility in treatment when appropriate
	5.6 Accurately document details of information provided to client
	5.7 Determine need for ongoing sessions in consultation with client

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.

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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

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Assessment Requirements for HLTKIN004 Provide kinesiology balances

Modification History

Release	Comments
Release 2	Corrections to typographical errors in the Performance Evidence and Knowledge Evidence. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of kinesiology client consultation work
- prepared for and managed full contextual balances according to modality procedures for at least 40 different people, 10 of whom must be seen at least 3 times. Clients must include males and females from different stages of life with varied presentations
- demonstrated accurate muscle monitoring including the starting point, range of test, and the testing direction of at least 70 muscles, either individually or as part of a group, on at least 2 occasions per muscle or group. Muscles of the neck, shoulder, arm, trunk, hip and upper leg, lower leg and foot must be included
- used surrogate muscle balancing on at least 3 different muscles from 3 different regions of the body
- performed each of the following balancing techniques on at least 2 occasions:
  - general kinesiology techniques, including:
    - pre-checks for balancing: hydration, central and governing meridians, switching/overload

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    - stress statements, goals and affirmations, including reactive stress process
    - use of scan lists
    - age recession using muscle monitoring
    - balancing via a surrogate
    - polarity
- specific muscle balancing techniques, including:
    - proprioception: spindle cell mechanism and golgi tendon apparatus
    - reflexes including:
        - spinal
        - neurolymphatic
        - neurovascular
    - surrogate muscle balancing
    - balancing unmonitorable muscles, tendons and ligaments
    - muscle stretch
    - repeated/sustained muscle imbalance
    - reactive muscle patterns
- structural balancing techniques, including:
    - posture analysis balancing
    - balancing regions of the physical body including the neck, lower back, upper back, pelvis, neck and jaw
    - joints, including the knee, hip, shoulder and temporomandibular joints (TMJ)
    - gait reflexes
    - righting reflexes or cloacals
    - cranial imbalances
    - structural deviations
- neurological balancing techniques, including:
    - central and governing meridian circuit
    - neurological disorganisation
    - cross crawl integration
    - fight/flight survival responses
    - neurological integration
- emotional balancing techniques, including:
    - emotional stress release
    - emotional defusion techniques
    - using lists of emotions
    - visualisations/imagery
    - psychological reversals
    - addressing fears and phobias
- vibrational balancing techniques, including:
    - use of vibrational essences

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  - use of colour and sound in balancing
  - balancing the human subtle energy systems including the acupuncture meridian system, chakras, figure 8 energy flows and the aura
  - balancing meridians and acupressure points including the use of the law of 5 elements
- nutritional balancing techniques, including:
  - food sensitivity monitoring
  - food sensitivity/intolerance balancing
  - balancing biochemical factors including hydration, dysglycemic, absorption of nutrients, and bioavailability of nutrients
  - toxin elimination balancing
  - balancing to support detoxification
  - use of Riddler's and nutritional points in balancing
  - nutritional support and digestive disturbance balancing

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:

- legal and ethical considerations (national and state/territory) for client balancing:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
  - working within scope of practice
  - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- the innate healing capacities of the body
- factors that may interfere with balancing:
  - over-facilitation
  - energy capacity and availability
  - energy blockage
  - suppression
  - willingness to change
- potential dangers for balancing, including dangers of placing food in the mouth during sensitivity testing
- potential reactions during balancing and how to respond:

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    - discomfort
    - emotional reactions
    - feedback - verbal, tactile, visual
    - deep relaxation
    - changes in body temperature
    - healing crisis
- methods of monitoring treatment progress, including:
    - client feedback
    - challenge correction/more mode
    - re-assessment of original issues
- types of reinforcement suggestions and resources that can be provided to clients for their use outside the clinical environment
- ways to respond to barriers to progress within a kinesiology framework
- muscle monitoring position and direction for at least 70 muscles, including:
    - muscle origin
    - insertion
    - action
    - contraction
    - extension
    - range and direction of test
- general kinesiology techniques, why and how they are used:
    - pre-checks for balancing: hydration, central and governing meridians, switching/overload
    - stress statements, goals and affirmations, including reactive stress process
    - use of scan lists
    - age recession using muscle monitoring
    - balancing via a surrogate
    - polarity
- specific muscle balancing techniques, why and how they are used:
    - proprioception: spindle cell mechanism and golgi tendon apparatus
    - reflexes including:
        - spinal
        - neurolymphatic
        - neurovascular
    - surrogate muscle balancing
    - balancing unmonitorable muscles, tendons and ligaments
    - muscle stretch
    - repeated/sustained muscle imbalance
    - reactive muscle patterns
- structural balancing techniques , why and how they are used, including:

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  - posture analysis balancing,
  - balancing regions of the physical body including the neck, lower back, upper back, pelvis, neck and jaw
  - joints, including the knee, hip, shoulder and TMJ
  - gait reflexes
  - righting reflexes or cloacals
  - cranial imbalances
  - structural deviations
- neurological balancing techniques, why and how they are used, including:
  - central and governing meridian circuit
  - neurological disorganisation
  - cross crawl integration
  - fight/flight survival responses
  - neurological integration
- emotional balancing techniques, why and how they are used, including:
  - emotional stress release
  - emotional defusion techniques
  - using lists of emotions
  - visualisations/imagery
  - psychological reversals
  - addressing fears and phobias
  - emotional impact on physical structure
- vibrational balancing techniques, why and how they are used, including:
  - vibrational essences
  - colour and sound in balancing
  - balancing the human subtle energy systems including the acupuncture meridian system, chakras, figure 8 energy flows and the aura
  - balancing meridians and acupressure points including the use of the law of 5 elements
- nutritional balancing techniques, why and how they are used, including:
  - food sensitivity monitoring
  - food sensitivity/intolerance balancing
  - balancing biochemical factors including hydration, dysglycemic, absorption of nutrients, and bioavailability of nutrients
  - toxin elimination balancing
  - balancing to support detoxification
  - use of Riddler's and nutritional points in balancing
  - nutritional support and digestive disturbance balancing
- cautious considerations of current supplementation
- boundaries of a kinesiologist’s role in relation to nutrition
- need for referral to dietician, herbalist, naturopath, or homeopath

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Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - private consultation area
  - massage/table and chair
  - reference manual
  - hand sanitiser and/or hot running water for washing hands
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 50 of the 200 hours of client consultations. The remaining 150 hours may be completed under the guidance of a mentor. The mentor must either meet the assessor requirements outlined below or be registered with an Australian professional body that represents kinesiologists as a mentor.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 2 years current clinical experience working as a kinesiologist providing services to the general public
- hold practising membership of an Australian professional body that represents kinesiologists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTKIN005 Monitor and evaluate client progress

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to rechallenge previous assessments and balances and adapt treatment plans accordingly. It also includes using individual client evaluation to inform overall practice.

This unit applies to kinesiologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate client progress	1.1 Seek client feedback about impacts of balances and compliance with the treatment plan 1.2 Identify improvements or changes in client condition and compare with expectations in the treatment plan 1.3 Identify and respond to factors that may be inhibiting client progress

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Seek additional client information when progress suggests the need for further investigation
	1.5 Identify unresolved issues or further areas for support as required
	1.6 Accurately document findings in client records
2. Adjust treatment based on evaluation	2.1 Determine the need for adjustment to treatment plan based on evaluation findings, muscle monitoring and analysis of other information
	2.2 Adjust treatment plans based on outcomes and review of research or evidence that support kinesiology practice
	2.3 Accurately document any adjustments to treatment plan
	2.4 Re-evaluate and determine whether to terminate case or to plan for further improvement on a different issue if required
3. Develop practice from client evaluation	3.1 Review progress of client in context of own individual practice
	3.2 Identify areas of own practice for further research or development to support client outcomes
	3.3 Pro-actively seek and respond to professional development opportunities

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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTKIN005 Monitor and evaluate client progress

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of kinesiology client consultation work
- prepared for and managed kinesiology sessions for at least 40 different people, 10 of whom must be seen at least 3 times. Clients must include males and females from different stages of life with varied presentations
- measured outcomes through client feedback and own assessment using baseline measurements and indicators of change

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:

- legal and ethical considerations (national and state/territory) for client monitoring:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting

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    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- expectations of treatments for different conditions and client groups, and factors that impact on those expectations:
    - client history
    - contraindications
    - compliance
    - interactions with other treatments
    - yellow and red flags
    - client general health
    - presenting condition
    - impact of reinforcement for the client
- base line for comparison measurements according to modality procedure, including for:
    - pain
    - energy levels
    - flexibility
    - postural stress
- sources of research and evidence that support kinesiology practice
- principles underpinning continuation or variation of treatment
- impact indicators including:
    - changes in awareness, knowledge and skills
    - changes in intended behaviour
    - changes in individual capacity, i.e. confidence, self esteem, social skills, problem solving skills, increased help-seeking behaviour, coping skills and self management
    - changes in relationships
- client satisfaction indicators:
    - whether clients feels heard, understood, educated about the issue
    - achievement of goal/contextual issue
- outcome indicators of improved:
    - mental wellbeing
    - physical wellbeing
    - emotional wellbeing
    - energetic wellbeing

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Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - private consultation area
  - massage/table and chair
  - reference manual
  - hand sanitiser and/or hot running water for washing hands
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 50 of the 200 hours of client consultations. The remaining 150 hours may be completed under the guidance of a mentor. The mentor must either meet the assessor requirements outlined below or be registered with an Australian professional body that represents kinesiologists as a mentor.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 2 years current clinical experience working as a kinesiologist providing services to the general public
- hold practising membership of an Australian professional body that represents kinesiologists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTMSG001 Develop massage practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to establish the foundations of massage practice, evaluate what makes a sustainable practice and then to develop an approach to own practice.

This unit applies to massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish foundations of massage practice	1.1 Identify, access and interpret information on the central philosophies of massage practice
	1.2 Evaluate the massage system of treatment and its application to current health issues
	1.3 Compare and contrast massage, other complementary health modalities and broader health practice

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Represent the massage framework	2.1 Determine information needs of different individuals and groups 2.2 Identify key messages that represent the philosophy and practice of massage 2.3 Communicate information about massage at level of depth appropriate to audience needs
3. Determine requirements for sustainable massage practice	3.1 Identify key issues that affect the development and sustainability of professional practice 3.2 Identify economic, environmental, human and social considerations, and their impact on professional practice 3.3 Establish a personal health strategy that supports massage practice 3.4 Access, interpret and collate current information that supports professional practice
4. Develop approach to own practice	4.1 Reflect on professional goals and aspirations 4.2 Identify and assess professional opportunities in massage 4.3 Reflect on the opportunities and constraints of individual personal circumstances 4.4 Make decisions about practice direction, based on reflection and research 4.5 Develop practical strategies that address own practice goals

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTMSG001 Develop massage practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 critical thinking skills to:
  - review and reflect on information from a range of sources about massage practice
  - evaluate and articulate requirements for sustainable massage practice
- communicated key messages about massage therapy to meet the information needs of at least 3 different individuals or groups
- developed goals for own practice that reflect the values and philosophies of massage therapy

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:

- historical development of massage
- different types of massage treatments and their key features and purpose, including the difference between relaxation and remedial massage
- key features of complementary therapies used in conjunction with massage, including:
  - aromatherapy
  - reflexology

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- key features of allied health services and their relationship to massage, including:
  - physiotherapy
  - osteopathy
  - chiropractic
  - exercise physiology
  - dietetics
  - naturopathy
- place of massage practice in the broader health care system
- professional massage networks and industry bodies
- different models of professional massage practice and their employment opportunities
- components of sustainable practice:
  - economic – opportunities and viability
  - environmental
  - human – personal health, professional development
  - social responsibility
- legal and ethical considerations (national and state/territory) and how these are applied in individual practice:
  - children in the workplace
  - codes of conduct
  - continuing professional education
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - informed consent
  - insurance requirements
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety

Assessment Conditions

Skills must have been 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
- modelling of industry operating conditions and contingencies

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTMSG002 Assess client massage needs

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTREM407C/HLTREM408C/HLTREM409C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to gather client information, make a physical assessment of the body and determine massage treatment options.

This unit applies to massage therapists providing general health maintenance treatments. It does not include remedial massage assessment techniques.

This unit applies to massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client needs	1.1 Clarify client expectations 1.2 Provide clear information about scope and limits of services to be provided 1.3 Collect accurate, relevant and organised health record

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	and document in a form which can be interpreted readily by other professionals
	1.4 Recognise needs that are beyond scope of own practice, and make referrals to other health care professionals as required
	1.5 Identify and respond to any barriers to information gathering and assessment
	1.6 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions
	1.7 Manage information in a confidential and secure way
2. Make a physical assessment	2.1 Advise client about the physical assessment process and obtain client consent to proceed
	2.2 Follow clinical and practitioner hygiene protocols
	2.3 Respect client dignity and anticipate potential sensitivities
	2.4 Seek client feedback on comfort levels throughout assessment process
	2.5 Assess client through palpation, observation and range of motion (ROM) testing
	2.6 Identify and respond to contra-indications to massage treatment
	2.7 Accurately document assessment findings
3. Determine and communicate treatment approach	3.1 Determine treatment needs by integrating findings from physical assessment, observation and communication
	3.2 Discuss assessment and rationale for treatment with the client
	3.3 Respond to client enquiries using language the client understands
	3.4 Discuss referral and collaborative options with the client as required

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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

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

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Assessment Requirements for HLTMSG002 Assess client massage needs

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTREM407C/HLTREM408C/HLTREM409C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 80 hours of massage client consultation work
- prepared for and managed at least 40 massage assessments - clients must include males and females from different stages of life with varied presentations
- completed physical assessments using palpation, observation and active, passive and resisted ROM testing
- interacted effectively with clients:
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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:

- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent

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    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - working role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- referral options for massage practitioners, including:
    - professional health services including complementary health modalities
    - community resources and support services
- factors and barriers that may impact on massage assessment:
    - physical
    - psychological
    - cultural
- factors that affect individual health status:
    - age
    - gender
    - constitution
    - lifestyle
    - diet
    - personal and medical history
    - values and attitudes
    - balance of rest and activity
    - physical environment
    - social environment
- client information required prior to physical assessment, including:
    - case history
    - client expectations
- considerations for performing physical massage assessments:
    - environment
    - equipment
    - client privacy
    - client instructions
- physical assessment techniques, how and when they are used, including:
    - postural assessment
    - range of motion (active, passive and resisted)
    - palpation
- contraindications to treatment and possible indications for referral, including:
    - protracted pain or pain which is non re-producible or neural in origin

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  - fatigue
  - circulatory disorders
  - inflammation
  - lumps and tissue changes
  - rashes and changes in the skin
  - oedema
  - mood alterations
  - infection
  - changes in habits such as appetite elimination or sleep
  - bleeding and bruising
  - nausea, vomiting or diarrhoea
  - temperature-hot or cold
- major muscle anatomy, including:
  - surface anatomy
  - origin and insertion
  - palpable bony landmarks
  - reciprocal inhibition, antagonist/agonist, synergists
  - actions including individual actions, planes and synergistic groups of the following muscles:
    - temporalis
    - masseter
    - frontalis
    - sternocleidomastoid
    - trapezius
    - levator scapulae
    - latissimus dorsi
    - supraspinatus
    - infraspinatus
    - teres major
    - teres minor
    - subscapularis
    - rhomboids
    - pectoralis major
    - pectoralis minor
    - rectus abdominis
    - quadratus lumborum
    - psoas
    - erector spinae
    - gluteus maximus
    - gluteus medius

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        - piriformis
        - quadriceps
        - tibialis anterior
        - peroneals
        - hamstrings
        - adductor magnus
        - adductor longus
        - gastrocnemius
        - soleus
        - deltoid
        - biceps brachii
        - triceps brachii
        - flexor carpi radialus
        - flexor carpi ulnaris
        - palmaris longus
        - pronator teres
        - brachioradialis
        - extensor carpi radialis
        - supinator
    - skeleton:
        - bones of the body
        - major bony landmarks
        - surface anatomy and palpable bony landmarks
        - bone growth and remodelling
    - joints:
        - joint classifications – fibrous, cartilaginous, synovial (glide, plane, ball/socket, saddle, hinge, condyloid, pivot)
        - joint actions
- physiology:
    - soft tissue:
        - muscle contraction
        - muscle physiology (reflexes, chemistry, proprioceptors)
        - tendons and ligaments
        - fascia
    - hard tissue:
        - bone growth and development
        - abnormal bone growth
    - recognition of in terms of contra-indications:
        - inflammation (cardinal signs, physiology at cellular level)
        - injury and wound healing (acute/chronic, stages, grades)

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- pain types
- tendinopathy

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history
  - private consultation area
  - adjustable height massage table
  - towels/sheets for draping
  - oils/balms
  - hot/cold packs
  - bolsters
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 60 of the 80 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors**.**

In addition, assessors must:

- have current clinical experience working as a massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTMSG003 Perform remedial massage musculoskeletal assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTREM503C/HLTREM504C/HLTREM505C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to assess the needs of clients presenting with soft tissue dysfunction, musculoskeletal imbalance or restrictions in range of motion (ROM). It requires the ability to gather client information, conduct specific tests and bring information together to develop a remedial massage treatment plan. There is a strong focus on functional anatomy.

This unit applies to remedial massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client needs	1.1 Explore and clarify client expectations 1.2 Provide clear information about scope and limits of

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	services to be provided
	1.3 Collect an accurate, relevant and organised health record, and document in a form which can be interpreted readily by other professionals
	1.4 Recognise needs that are beyond scope of own practice and make referrals to other health care professionals as required
	1.5 Identify and respond to any barriers to information gathering and assessment
	1.6 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions
	1.7 Manage information in a confidential and secure way
2. Make a physical assessment	2.1 Provide information about the physical assessment process and obtain client consent to proceed
	2.2 Follow clinical and practitioner hygiene procedures
	2.3 Respect client dignity and anticipate sensitivities
	2.4 Seek client feedback on comfort levels
	2.5 Assess client through palpation, observation and ROM testing
	2.6 Identify variations from normal posture or structural function in relation to presenting symptoms
	2.7 Analyse static and dynamic variables of posture through use of functional and special testing indicated by presenting condition
	2.8 Use ongoing questioning with client to gain further information as required
	2.9 Accurately document information from the physical assessment
3. Develop treatment plan	3.1 Correlate results of physical assessment with case history
	3.2 Consider available medical information and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	incorporate into analysis within scope of own practice
	3.3 Identify condition according to stage and related implications
	3.4 Identify and respond to indications or contraindications for remedial massage
	3.5 Determine optimum type, duration and frequency of treatments
	3.6 Use professional judgement to draw substantiated conclusions about treatment needs
	3.7 Establish expected treatment outcomes based on the remedial massage framework and evidence
	3.8 Accurately document proposed treatment plan
4. Confirm assessment and treatment plan with client	4.1 Discuss assessment, its implications and rationale for treatment with the client
	4.2 Assign and agree treatment priorities and expectations in consultation with the client
	4.3 Schedule times and session lengths suited to the required techniques and sequences
	4.4 Respond to client enquiries using language the client understands
	4.5 Discuss referral and collaborative options with the client 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.

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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

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Assessment Requirements for HLTMSG003 Perform remedial massage musculoskeletal assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTREM503C/HLTREM504C/HLTREM505C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of massage client consultation work
- prepared for and managed at least 60 remedial massage musculoskeletal assessments - clients must include males and females from different stages of life with varied presentations
- used remedial massage assessment techniques appropriately, including:
  - discussion
  - muscle strength and length tests
  - observation, including variations of posture
  - orthopaedic tests
  - palpation of prominent bones/structure and phasic and postural muscles
  - ROM tests
  - temperature
- interacted effectively with clients:
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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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:

- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- referral options for practitioners:
  - professional health services including complementary health modalities
  - community resources and support services
  - types and availability of further medical testing
- factors and barriers that may impact on assessment, including:
  - physical
  - psychological
  - cultural
- factors that affect individual health status, including:
  - age
  - gender
  - constitution
  - lifestyle
  - diet
  - personal and medical history
  - values and attitudes
  - balance of rest and activity
  - physical environment
  - social environment
- client information required for remedial massage assessment and the scope and depth of information needed around:
  - client expectations
  - client history and its components
  - client current state of health

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    - signs and symptoms
        - onset
        - duration
        - location
        - quality and severity
        - non-verbal
- protocols for performing physical massage assessments:
    - environment
    - equipment
    - client privacy
    - client instructions
- remedial massage diagnostic techniques, how and when they are used:
    - discussion
    - muscle strength and length tests
    - observation, including variations of posture
    - orthopaedic tests
    - palpation of prominent bones/structure and phasic and postural muscles
    - ROM tests
    - temperature
- contraindications to treatment and possible indications for referral:
    - weak bone/joint instability
    - neurological dysfunction
    - vascular disorders
    - lack of working diagnosis
    - pain of excessive nature or abnormal responses to treatment
    - patient non-compliance
- anatomy:
    - body systems relevant to massage assessment
        - muscular physiology
        - nervous system, including myotomes, peripheral nerves, nerve impingements (both root and peripheral)
        - integumentary
        - skeletal
    - muscles – major muscle actions including individual actions, planes and synergistic groups:
        - temporalis
        - masseter
        - frontalis
        - pterygoids
        - longus colli

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- digastric
- rectus capitis posterior
- obliquus capitis superior
- obliquus capitis inferior
- splenius capitis
- splenius cervicis
- semi-spinalis capitis
- scalenes
- sternocleidomastoid
- trapezius
- levator scapulae
- latissimus dorsi
- supraspinatus
- infraspinatus
- teres major
- teres minor
- subscapularis
- rhomboids
- pectoralis major
- pectoralis minor
- serratus anterior
- intercostals
- serratus posterior superior
- rectus abdominis
- quadratus lumborum
- psoas
- transverse abdominis
- internal/external obliques
- erector spinae
- semispinalis
- multifidus
- rotatores
- gluteus maximus
- gluteus medius
- gluteus minimus
- piriformis
- gemellus superior/inferior
- obturator internus and externus
- quadratus femoris
- quadriceps

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    - sartorius
    - gracillis
    - pectineus
    - tibialis anterior
    - tibialis posterior
    - peroneals
    - flexor digitorum longus
    - flexor hallucis longus
    - hamstrings
    - adductor magnus
    - adductor longus
    - popliteus
    - gastrocnemius
    - soleus
    - extensor digitorum longus
    - extensor hallucis longus
    - deltoid
    - biceps brachii
    - triceps brachii
    - flexor carpi radialus
    - flexor carpi ulnaris
    - palmaris longus
    - pronator teres
    - brachioradialis
    - brachialis
    - extensor carpi radialis
    - supinator
    - anconeus
    - coracobrachialis
    - thenar muscle
- skeleton:
    - bones of the body
    - major bony landmarks
    - surface anatomy and palpable bony landmarks
    - bone growth and remodelling
    - bony landmarks pertaining to muscles
- joints:
    - joint classifications – fibrous, cartilaginous, synovial (glide, plane, ball/socket, saddle, hinge, condyloid, pivot)
    - joint actions

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        - detailed joint anatomy for each major joint (shoulder, hip, sacroiliac, knee, ankle/foot, wrist, elbow, acromioclavicular, sternoclavicular, costal, spine, atlanto-occipital, temporomandibular)
        - accessory/secondary/coupled motions of joints
        - capsular restrictions and patterns
- physiology:
    - soft tissue:
        - muscle contraction
        - muscle physiology (reflexes, chemistry, proprioceptors)
        - tendons and ligaments
        - fascia
    - hard tissue:
        - bone growth and development
        - abnormal bone growth
- conditions commonly seen by massage therapists, including:
    - neck, back pain and headache
    - muscle, connective tissue and joint pain
    - arthritis
    - repetitive strain injuries and occupational overuse syndromes
    - postural problems
    - sports and activity related conditions
    - stress, anxiety and other mood related problems
- treatment planning techniques and considerations

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - health assessment/client consultation forms
    - private consultation area
    - adjustable height massage table
    - towels/sheets for draping
    - oils/balms
    - hot/cold packs
    - bolsters
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 150 of the 200 hours of client consultation work

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have current clinical experience working as a massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTMSG004 Provide massage treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to prepare for and provide massage treatments using a defined range of techniques and sequences.

This unit applies to massage therapists providing general health maintenance treatments. It does not include remedial massage techniques.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare client for treatment	1.1 Clearly outline how the treatment will be provided and managed based on assessment and agreed treatment approach 1.2 Explain factors which may interfere with the effectiveness of the treatment 1.3 Inform the client of possible physical or emotional

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	reactions during and following a session, and the appropriate course of action to take
	1.4 Follow established protocols to physically prepare the client for treatment
	1.5 Confirm client consent for treatment
2. Use massage techniques and sequences	2.1 Determine treatment sequence, location and degree of pressure according to assessment indications and scope of practice
	2.2 Position client to optimise comfort and support while allowing for effective application of techniques
	2.3 Maintain client dignity through use of draping
	2.4 Maintain therapist postures that ensure a controlled distribution of body weight
	2.5 Maintain client-focused attention throughout session
	2.6 Adjust treatment techniques and pressure based on client feedback
3. Monitor treatment	3.1 Use the condition and response of the client during treatment as feedback to the initial assessment
	3.2 Use established massage assessment frameworks
	3.3 Recognise reactions to treatment and respond promptly if necessary
	3.4 Seek feedback during and after treatment, and evaluate need for ongoing or additional treatment, including referral to other health services
4. Provide advice and resources to the client	4.1 Provide client education in relation to self care
	4.2 Answer client queries with clarity, using appropriate language
	4.3 Provide accurate details of treatment plans, schedules and recommendations to the client
	4.4 Clearly document treatment details and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	recommendations made

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

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

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Assessment Requirements for HLTMSG004 Provide massage treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 80 hours of massage client consultation work
- prepared for and managed at least 40 massage treatment sessions - clients must include males and females from different stages of life with varied presentations
- used all of the following massage techniques:
  - effleurage
  - frictions
  - kneading
  - longitudinal gliding strokes
  - petrissage
  - compressions
  - tapotement
  - vibrations

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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:

- massage techniques and how to apply them, for the following:
  - effleurage (kneading)
  - longitudinal gliding strokes
  - compressions
  - tapotement
  - heat pack application
- endangerment sites, where they are and the limitations of touching these depending on scope of practice:
  - anterior triangle of the neck
  - posterior triangle of the neck
  - axillary area
  - medial epicondyle
  - lateral epicondyle
  - sternal notch and anterior throat
  - umbilicus area
  - twelfth rib dorsal body
  - sciatic notch
  - inguinal triangle
  - popliteal fossa
- potential reactions during treatment and how to respond:
  - discomfort
  - emotional reactions
  - feedback - verbal, tactile, visual
  - muscle spasms
  - body temperature discomfort
  - deep relaxation
- potential reactions following treatment and appropriate client advice to provide
- methods of monitoring treatment progress:
  - reassessment
  - client feedback
- types of advice and resources that can be provided to clients for their use outside the clinical environment
- documentation requirements for recording treatment details

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Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history
  - private consultation area
  - adjustable height massage table
  - towels/sheets for draping
  - oils/balms
  - hot/cold packs
  - bolsters
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 60 of the 80 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors**.**

In addition, assessors must:

- have current clinical experience working as a massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTMSG005 Provide remedial massage treatments

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to prepare for and provide remedial massage treatments based on the outcomes of an existing health assessment and treatment plan.

This unit applies to remedial massage therapists working with clients presenting with soft tissue dysfunction, musculoskeletal imbalance or restrictions in range of motion (ROM).

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare client for treatment	1.1 Interpret treatment plan and clearly outline how the treatment will be provided and managed

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Explain factors which may interfere with the effectiveness of the treatment
	1.3 Inform the client of possible physical or emotional reactions during and following a session and the appropriate course of action to take
	1.4 Follow established protocols to physically prepare the client for treatment
	1.5 Confirm client consent for treatment
2. Use remedial massage techniques and sequences	2.1 Determine treatment sequence, location and degree of pressure according to assessment indications
	2.2 Use the condition and response of the client as a continual feedback to the initial assessment
	2.3 Position client to optimise their comfort and support while allowing for optimum application of techniques
	2.4 Maintain client dignity through use of draping
	2.5 Maintain therapist postures that ensure a controlled distribution of body weight
	2.6 Maintain client-focused attention throughout the treatment session
	2.7 Recognise reactions to treatment and respond promptly
3. Provide advice and resources to the client	3.1 Educate client in relevant and practical techniques that support the treatment plan
	3.2 Answer client queries with clarity, using language the client understands
	3.3 Use honesty and integrity when explaining treatment plans, schedules and recommendations to the client
	3.4 Promote client independence and responsibility in treatment
	3.5 Discuss and agree on evaluation strategies
	3.6 Accurately document treatment provided and details

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	of client communications

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

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

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Assessment Requirements for HLTMSG005 Provide remedial massage treatments

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of massage client consultation work
- prepared for and managed at least 60 remedial massage treatment sessions - clients must include males and females from different stages of life with varied presentations
- applied techniques in each of the following positions during client consultation sessions according to client needs:
  - prone
  - supine
  - seated
  - side-lying recumbent
- used all of the following techniques appropriately:
  - frictions
  - passive joint movement
  - passive soft tissue movement
  - deep tissue massage

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- muscle energy
- neuromuscular
- press and release
- myofascial (without skin penetration)
- trigger point therapy (without skin penetration)
- lymphatic drainage
- temperature therapy
- proprioceptive neuromuscular facilitation (PNF)
- stretching
- mobilisation and movement at major joints (without adjustments or high velocity manipulations)

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:

- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- remedial massage techniques and how to apply them:
  - friction techniques
  - compressive techniques
  - passive joint movement techniques
  - passive soft tissue movement
  - deep tissue massage
  - muscle energy techniques
  - myofascial techniques (without skin penetration)
  - trigger point therapy (without skin penetration)
  - lymphatic drainage
  - temperature therapy

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  - topical applications
  - PNF
  - stretching techniques
  - mobilisation and movement at major joints (without adjustments or high velocity manipulations)
- remedial massage techniques to address the following conditions:
  - sciatica
  - arthritis
  - headache
  - plantar fasciiti
  - shoulder impingement
  - TMJ dysfunction
  - repetitive strain injuries
  - medial and lateral epicondylitis
  - carpal tunnel syndrome
  - postural imbalances
- endangerment sites - where they are and how to use palpatory skills in these areas according to scope of practice, including:
  - anterior triangle of the neck
  - posterior triangle of the neck
  - femoral triangle
  - cubital fossa
  - axillary area
  - medial epicondyle
  - lateral epicondyle
  - sternal notch and anterior throat
  - umbilicus
  - twelfth rib dorsal body
  - sciatic notch
  - inguinal triangle
  - popliteal fossa
- potential reactions during treatment and how to respond:
  - discomfort
  - emotional reactions
  - feedback - verbal, tactile, visual
  - muscle spasms
  - body temperature discomfort
  - deep relaxation
- potential reactions following treatment and appropriate client advice to provide

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- types of advice and resources that can be provided to clients for their use outside the clinical environment
- documentation requirements for recording treatment details

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - private consultation area
  - adjustable height massage table
  - towels/sheets for draping
  - oils/balms
  - hot/cold packs
  - bolsters
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 150 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have current clinical experience working as a remedial massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents remedial massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTMSG006 Adapt remedial massage treatments to meet specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTREM510B/HLTREM511B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements. Removed prerequisites.

Application

This unit describes the skills and knowledge required to adapt remedial massage assessment and treatment strategies to meet the needs of clients of different genders and at different stages of life. It also includes the requirement to be able to identify and respond to other specific needs with which the practitioner may be unfamiliar.

This unit applies to remedial massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Adapt assessment and treatment strategies to stages of life	1.1 Anticipate and take account of client sensitivities to ensure client dignity is maintained 1.2 Tailor approaches that take account of different cognitive abilities of clients at different stages of life 1.3 Adjust physical processes to take account of client capabilities and physical body features 1.4 Recognise norms and deviations associated with age and gender 1.5 Obtain consents from others when appropriate
2. Respond to unfamiliar presentations	2.1 Recognise situations where presenting cases or aspects of presenting cases fall outside current knowledge base or expertise 2.2 Refer client to other practitioners when case is not appropriate to own scope of practice 2.3 Identify, access and interpret sources of additional information and advice when appropriate to continue with the case 2.4 Enhance own capacity to deal with the case by conducting case specific research 2.5 Integrate findings into client treatment plans and record details
3. Extend and expand own knowledge base	3.1 Pro-actively identify and respond to professional development opportunities 3.2 Develop and adjust work practices as part of ongoing practice development

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTMSG006 Adapt remedial massage treatments to meet specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTREM510B/HLTREM511B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements. Removed prerequisites.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of massage client consultation work
- managed at least 60 remedial massage assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- effectively adapted communication, assessment and treatment strategies to meet client needs
- conducted case specific research for at least 3 cases, where key aspects of the condition are not known to the candidate

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:

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- legal and ethical considerations (national and state/territory) for working with specific groups:
  - children in the workplace
  - codes of conduct
  - discrimination:
    - age
    - disability
    - racial
    - sex
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- treatment management factors that must be considered for clients of different genders and at different stages of life:
  - case taking
  - variations in approach to physical examination
  - home recommendations
- major developmental milestones for different stages of life
- features of common health conditions that affect the following groups and how those conditions are assessed and treated in the remedial massage framework:
  - children
  - adolescents
  - adult females at different stages of life
  - adult males at different stages of life
- factors for consideration when providing any form of palliative care
- professional responsibilities when presenting cases fall outside of practitioner's current scope, including:
  - when referral is appropriate or required
  - information and advice sources
  - case research techniques

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Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – health assessment consultation forms, case history, treatment plan
  - private consultation area
  - adjustable height massage table
  - towels/sheets for draping
  - oils/balms
  - hot/cold packs
  - supports
- modelling of industry operating conditions, including:
  - provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 150 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have current clinical experience working as a remedial massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents remedial massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTMSG007 Adapt remedial massage practice for athletes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to determine the remedial massage needs of athletes and to adjust assessment and treatment to develop preventative and injury related treatment strategies for athletes and other sport active people.

This unit applies to remedial massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of massage services required	1.1 Obtain information from athlete about their potential service needs 1.2 Collate and evaluate information from others involved in the health management of the athlete 1.3 Determine where and how massage fits within the overall athlete health management program

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Confirm own role and responsibilities with athlete and other health management professionals
2. Adapt remedial massage assessment and treatment strategies to athlete needs	2.1 Incorporate pre and post event massage based on demands and impacts of the sporting activity and individual profile
	2.2 Identify musculoskeletal sports injuries and their potential for treatment with massage within scope of own practice
	2.3 Tailor sports injury management strategies that incorporate the concept of stages of recovery
	2.4 Recommend sport injury specific therapies and exercises that support massage treatment
	2.5 Provide athlete education in relation to self-massage techniques as required
	2.6 Provide recommendations for ongoing support packages to aid recovery from injury
	2.7 Integrate sport related information and research evidence into treatment plan and clearly document treatment details
3. Monitor and evaluate athlete treatment strategies	3.1 Review effectiveness of treatment plans based on client response to preventative and injury related treatments
	3.2 Evaluate impact of ongoing treatment in relation to client’s physical, mental and emotional condition relative to their sport
	3.3 Seek feedback from others involved in the health management of the athlete and ensure that advice provided is in line with advice of other health professionals
	3.4 Adjust plans based on evaluations in consultation with client and colleagues
	3.5 Accurately document recommendations and changes to treatment plans

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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

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

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Assessment Requirements for HLTMSG007 Adapt remedial massage practice for athletes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of massage client consultation work
- managed at least 60 remedial massage assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- assessed and treated at least 3 different sporting injuries to recovery stage

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:

- roles and responsibilities of different people associated with the health management of the athlete, including:
  - sports coaches
  - sports psychologists
  - exercise physiologists
  - medical practitioners
  - physiotherapists

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    - chiropractors
    - osteopaths
    - exercise therapists
    - dieticians/nutritionists
- legal and ethical considerations (national and state/territory) for client assessment and treatment:
    - codes of conduct
    - duty of care
    - informed consent
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries:
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- relevant principles of human movement and sport biomechanics:
    - muscle strength testing
    - length testing
    - isometric, concentric and eccentric contractions
- pre-event and post-event massage techniques and their application, including:
    - physiological warm-up
    - psychological preparation including stress release and motivation
    - maintenance massage, including muscle facilitation and stimulation, plus muscle relaxation and neural calming
    - self-management and self-massage programs
    - full range of movement of the joints and muscles without aggressive proprioceptive neuromuscular facilitation (PNF) type stretching:
        - active assisted range of motion (ROM)
        - muscle energy techniques
- features of acute, chronic and overuse musculoskeletal injuries in sport, including referral potential, rate of recovery and how massage can assist the following:
    - bone injuries:
        - fracture
        - periosteal contusion
        - stress fracture
        - 'bone strain', 'stress reaction'
        - osteitis/periostitis
        - apophysitis

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- articular cartilage injuries:
  - osteochondral/chondral fractures
  - minor osteochondral injury
  - chondropathy - softening, fibrillation, fissuring, chondromalacia
- joint injuries:
  - dislocation
  - subluxation
  - synovitis
  - osteoarthritis
- ligament injuries - sprain/tear (grades I - III)
- muscle injuries:
  - strain/tear (grades I - III)
  - contusion
  - cramp
  - acute compartment syndrome
  - chronic compartment syndrome
  - delayed onset muscle soreness
  - focal tissue thickening/fibrosis
  - myositis ossificans
- tendon injuries:
  - tear (complete or partial)
  - tendinitis
  - paratendinitis/tenosynovitis
  - tendinosis
- bursa injuries:
  - traumatic bursitis
  - bursitis
- nerve injuries:
  - neuropraxia
  - minor nerve injury/irritation
  - entrapment
  - increased neural tension
- skin injuries and how massage therapists need to work in areas subject to:
  - burns
  - laceration
  - abrasion
  - puncture wound
- types of cryotherapy or thermotherapy used for recovery from injury and techniques used to apply them, including:
  - conduction - cold packs, ice massage and immersion baths

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  - convection - cooling devices
  - radiation
  - friction
  - topical application
- indications, contraindications and considerations for use of cryotherapy:
  - adverse reactions to topical application
  - adequate time to achieve cryotherapy goals without causing adverse reactions
- indications, contraindications and considerations for use of thermotherapy:
  - myofascial hypertonicity
  - fascial adherence
  - potential for scalding
- uses and indications for taping and splinting that are within scope of massage practice

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – health assessment consultation forms, case history
  - consultation area
  - adjustable height massage table
  - towels/sheets for draping
  - oils/balms
  - hot/cold packs
  - supports
  - tape
- modelling of industry operating conditions, including provision of services to athletes or sports active people
- clinic supervision by a person who meets the assessor requirements outlined below for at least 150 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have current clinical experience working as a remedial massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents remedial massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

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Links

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HLTMSG008 Monitor and evaluate remedial massage treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to monitor and evaluate remedial massage treatments, both from an individual client and whole of practice perspective.

This unit applies to remedial massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate client progress	1.1 Seek client feedback about treatment impacts and compliance with the treatment plan 1.2 Make own observations and assessment of client changes based on massage framework 1.3 Evaluate treatment impacts in relation to client's physical, mental, spiritual and emotional wellbeing 1.4 Compare changes and improvements with expectations in the treatment plan, existing research and evidence from own practice 1.5 Seek additional information from clients when

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	progress suggests this is needed
	1.6 Accurately document progress in client treatment plan
2. Adjust treatment based on evaluation	2.1 Determine the need for adjustment to treatment plan based on evaluation of client progress
	2.2 Identify and respond to factors that may be inhibiting client progress
	2.3 Adjust treatment plans based on outcomes and sources of research or evidence that support massage practice
	2.4 Accurately document any adjustments to treatment plans
3. Develop practice from client evaluation	3.1 Review progress of clients in context of own individual practice
	3.2 Identify areas of own practice for further research or development to support client outcomes
	3.3 Pro-actively seek and respond to professional development opportunities

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

No equivalent unit.

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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

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Assessment Requirements for HLTMSG008 Monitor and evaluate remedial massage treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of massage client consultation work
- managed at least 60 remedial massage assessments and treatment sessions - clients must include males and females from different stages of life with varied presentations
- monitored and evaluated treatments provided to at least 5 different clients with at least 3 treatments per client

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:

- legal and ethical considerations (national and state/territory) for monitoring and evaluation:
  - children in the workplace
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner / client boundaries
  - privacy, confidentiality and disclosure
  - records management

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    - work role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- types of criteria by which remedial massage treatments are evaluated
- expectations of treatment for different conditions and client groups, and factors that impact on those expectations:
    - client history
    - contraindications
    - compliance
    - interactions with other treatments
    - client general health
    - presenting condition
- methods of monitoring treatment progress:
    - re-assessment
    - client feedback
- barriers to therapeutic progress and ways to respond within a massage framework
- sources of research and evidence that support massage practice
- principles underpinning continuation or variation of treatment
- professional development opportunities in remedial massage

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - client information – case history, treatment plan
    - private consultation area
    - adjustable height massage table
    - towels/sheets for draping
    - oils/balms
    - hot/cold packs
    - supports
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 150 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

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- have current clinical experience working as a remedial massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents remedial massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTOHC001 Recognise and respond to oral health issues

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to identify variations and recognise oral health issues through a visual check, observation of patient behaviour and habits, signs and symptoms and physical condition of patients. This enables the candidate to respond appropriately to the clinical findings to initiate follow up oral health care.

This unit applies to workers in a range of health and community services environments where their work role requires them to recognise and respond to oral health issues.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards for maintaining infection control, and industry codes of practice.

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 variations in patient behaviour and habits	1.1 Identify opportunities to observe patient behaviour, physical functions, capabilities and habits that may indicate oral health issues or associated pain or discomfort 1.2 Observe, listen for self-reports and question patient

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
	and family/or carer to determine whether the patient is experiencing pain or discomfort that may be associated with oral health issues
	1.3 Access relevant information on contributing factors that may produce variation from normal behaviour
2. Undertake basic visual oral check and questioning	2.1 Obtain consent from the patient to conduct basic visual oral check and questioning from patient and/or family/carer
	2.2 Ensure comfort of patient by developing trust and rapport, adapting environment and optimal time based on patient needs
	2.3 Provide support for patient's head or chin if necessary to enhance visual access without creating discomfort for the patient
	2.4 Seek assistance from patient to open their own mouth to limit hand contact inside the mouth
	2.5 Prepare and perform basic visual oral checks in line with own work role and use of standard precautions
	2.6 Identify signs and symptoms of 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 documentation and reporting processes, using information from patient, and/or family/carer or other relevant people as well as own observations in relation to oral health issues
	3.2 Discuss oral health issues with patient and/or carer in line with organisation policies and procedures and respecting patient priorities and choices
	3.3 Take appropriate action within work role, including liaising with supervisor in consultation with patient to ensure appropriate referral occurs
	3.4 Use appropriate communication strategies to provide information relevant to promoting and maintaining good oral health

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
	3.5 Provide instruction to support patients 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
	3.7 Review and monitor oral health issues

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

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

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Assessment Requirements for HLTOHC001 Recognise and respond to oral health issues

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 a visual oral health check on 5 patients, including:
  - identified any signs and symptoms related to oral health care issues
  - gathered relevant information from visual check and questioning to initiate appropriate follow up oral health care
  - used appropriate manual handling techniques when working with patients with special care needs or mental health condition

Knowledge Evidence

The candidate must 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:

- basic anatomy and physiology underpinning oral health, including what is considered healthy and unhealthy
- patient behaviour and habits which contribute to oral health issues
- causes and prevention of tooth decay, gum disease and tooth wear, including erosion, abrasion and attrition.
- effective self-care practices for oral health including cause, control and prevention of dental plaque

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- state/territory and national government policy and programs and reporting processes for oral health
- accessibility to services, including availability of private and public oral health services, including eligibility for services
- role of oral health professionals
- factors that impact on oral health, including:
  - abuse (neglect of oral health needs)
  - access to dental and health services
  - alcohol, licit and illicit drugs and substances, over the counter and herbal treatments
  - correct infant feeding practices
  - damage from habitual grinding of teeth
  - diet and nutrition, including fluids and excessive intake of sugar
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions, HIV, chemotherapy and radiation
  - injury to mouth, such as from a seizure
  - medical history
  - oral piercings
  - patient oral health information
  - presence of plaque and calculus
  - 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 family/carer to child
  - teeth misalignment causing trauma to teeth
  - trauma to mouth as a result of an accident
- healthy eating recommendations as identified in the *National health and medical research council's (NHMRC) Australian dietary guidelines*

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely.

The following aspect of the performance evidence must have been demonstrated using 10 simulation scenarios prior to demonstration in the workplace or with members of the general public:

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- performing a visual oral health check

The following conditions must be met for this unit

- use of suitable equipment and resources, including:
  - appropriate personal protective equipment (PPE)
  - *Dental board of Australia – dental guidelines* on infection control on which the candidate bases the planning process
- modelling of industry operating conditions, including access to people for the simulated scenarios

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTOHC002 Inform and support patients and groups about oral health

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCOHC402A/CHCOHC401A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to provide practical information and instruction to patients and groups to promote and support good oral health care practices. The skills and knowledge will enable the candidate to provide health promotion and practical demonstration and instruction of oral hygiene practices and techniques.

This unit applies to workers in a range of health and community services environments whose work roles provide them with an opportunity to promote and support good oral health care.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards for maintaining infection control, and industry codes of practice.

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 and maintain understanding of oral health	1.1 Build on understanding of what constitutes good oral health

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
information and issues	1.2 Maintain current knowledge on the risk factors and outcomes associated with poor oral health and hygiene practices 1.3 Identify oral health hygiene techniques used to address specific patient needs and preferences 1.4 Demonstrate own commitment to oral health through awareness and application of effective self-care oral health practices 1.5 Recognise social and cultural determinants of health as well as varying individual motivations and capacity to carry out good oral health care practices
2. Provide information related to oral health using a person-centred approach	2.1 Address agreed outcomes in planning for oral health care needs by explaining the link between oral health and general health 2.2 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 2.3 Engage and respond to concerns of patient by providing oral health care information, including issues associated with poor oral health and hygiene 2.4 Negotiate with patient a flexible approach to delivery of oral health information 2.5 Explain relevant information on the importance of regular oral checks with an oral health practitioner
3. Provide specific information and instruction on oral hygiene self-care techniques and appropriate aids	3.1 Collect data specific to patient by questioning, observing and accessing available information from patient and/or carer 3.2 Instruct and explain tooth brushing and soft tissue techniques and use of appropriate aids, explain their advantages in terms of achieving and maintaining effective oral health 3.3 Demonstrate and provide instruction on the care of partial and full dentures 3.4 Identify opportunities for participants to demonstrate

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
	learned skills
	3.5 Encourage and support patients, including people with special needs to follow effective self-care techniques for oral hygiene practices to make knowledge, attitude and behavioural changes where possible
4. Evaluate effectiveness of oral health information session	4.1 Obtain feedback from the patient and/or group to determine whether the information is correctly received and understood
	4.2 Implement changes to information or delivery processes based on feedback

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

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

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Assessment Requirements for HLTOHC002 Inform and support patients and groups about oral health

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCOHC402A/CHCOHC401A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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:

- communicated effectively to 5 patients to provide information that addresses their oral health care needs, including:
  - impact of oral health on general health and wellbeing
  - causes and prevention of dental plaque, dental caries, dental erosion and periodontal disease, dental trauma
  - diet and nutrition
  - denture care on patients with dentures
  - evaluating how well target audience has understood the oral health and self-care practice information provided
  - reflecting on and improving own level and application of skills and knowledge to motivate target audience and achieve key oral health outcomes

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:

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- basic anatomy and physiology underpinning oral health, including what is considered healthy and unhealthy
- patient behaviour and habits which contribute to oral health issues
- causes and prevention of tooth decay, gum disease and tooth wear including erosion, abrasion and attrition
- good oral health refers 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
  - well-fitting dentures
- accessibility to services, including availability of private and public oral health services and eligibility for services
- effective self-care practices for oral health including cause, control and prevention of dental plaque
- factors that impact on oral health, including:
  - abuse (neglect of oral health needs)
  - access to dental and health services
  - alcohol, licit and illicit drugs and substances, over the counter and herbal treatments
  - bacteria in dental plaque
  - correct infant feeding practices
  - damage from habitual grinding of teeth
  - diet and nutrition, including fluids and excessive intake of sugar
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions, HIV, chemotherapy and radiation
  - injury to mouth, such as from a seizure
  - medical history
  - oral piercings
  - patient oral health information
  - presence of plaque and calculus
  - 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

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- transmission of bacteria particularly from family/carer to child
- teeth misalignment causing trauma to teeth
- trauma to the mouth as a result of an accident

- healthy eating and drinking recommendations as identified in *National health and medical research council's (NHMRC) Australian dietary guidelines*

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTOHC003 Apply and manage use of basic oral health products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria - Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to apply and manage use of basic oral health products and provide assistance to patients in the use of those products as identified in an individualised oral health care plan.

This unit applies to workers whose work roles specifically include the application of identified oral health products in line with product guidelines and in compliance with all regulations related to the supply and use of regulated products (excluding fluoride varnish).

T*he skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards for maintaining infection control and the policies and procedures of the oral health practice or organisation*

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 participate in the application of basic oral health care products	1.1 Identify and comply with manufacturers' guidelines relating to each product and its application 1.2 Identify high risk products and comply with specific guidelines relating to their application 1.3 Explain product application process and purpose to patient and/or carer in line with product guidelines, oral

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
	health care benefits and any risks
	1.4 Obtain feedback from patient to determine that procedure is understood and obtain consent from patient and/or carer to undertake process
	1.5 Confirm patient is comfortably positioned according to their individual needs
	1.6 Prepare products and equipment as required and check the expiry date on product
2. Apply basic oral health care products	2.1 Determine volume and strength to apply of product in a safe and effective manner in line with oral health care plan and product guidelines
	2.2 Supervise and support patient to apply own product where able
	2.3 Where assistance is required position self to suit patient or situation
	2.4 Ensure application is undertaken using correct size/type applicator at correct location
	2.5 Adapt techniques or arrangements outlined in the oral health care plan in case of patient refusal or inability to comply
3. Support oral health and oral hygiene of patients with special care needs	3.1 Support patient with special care needs in line with oral health care plan
	3.2 Be aware of common oral health problems associated with patients with palliative care needs and take appropriate action in line with their needs
	3.3 Understand oral health problems associated with nil by mouth instructions and take appropriate action in line with patient needs
	3.4 Access relevant information on common difficulties associated with dementia that may result in oral health problems and take appropriate action in line with patient needs
	3.5 Update knowledge of common side effects of

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
	medication on oral health and initiate follow up care with health practitioner on identified patient needs
	3.6 Ensure identified preventive measures are implemented in line with oral health care plan
4. Complete reporting and documentation and evaluate outcomes	4.1 Document and record processes undertaken and report any concerns arising during oral health practices
	4.2 Maintain and file documentation using relevant technology
	4.3 Evaluate the feedback and outcomes of the processes undertaken in collaboration with health care team to adjust oral health care plan

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

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

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Assessment Requirements for HLTOHC003 Apply and manage use of basic oral health products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria - Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.

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:

- applied identified oral health products to 3 patients that require special care needs in line with product guidelines and oral health care benefits in compliance with all regulations related to the supply and use of regulated products (excluding fluoride varnish)
- identified and responded at least 1 time to risks associated with applying oral health products including:
  - allergic reaction or sensitivity to product/s
  - injury to soft tissue from product/s

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:

- relevant state/territory and national government policy and programs and reporting processes for oral health and regulations related to the supply and use of regulated products
- accessibility to services including availability of private and public oral health services, including eligibility for services
- basic anatomy and physiology underpinning oral health, including what is considered healthy and unhealthy
- benefits and risks associated with basic oral health products

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- common equipment and aids utilised in the application of oral hygiene products e.g. mouth props
- factors that impact on oral health, including:
  - abuse (neglect of oral health needs)
  - access to dental and health services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances, over the counter and herbal treatments
  - alcohol misuse
  - bacteria in dental plaque
  - correct infant feeding practices
  - damage from habitual grinding of teeth
  - diet and nutrition, including fluids
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions, HIV, chemotherapy and radiation
  - injury to mouth, such as from a seizure
  - medical history
  - oral piercings
  - patient oral health information
  - 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 family/carer to child
  - trauma to the mouth as a result of an accident
- healthy eating recommendations as identified in the *National health and medical research council's (NHMRC) Australian dietary guidelines*
- 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
- 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
- dry mouth syndrome (xerostomia) related to conditions such as diabetes, ageing
- 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

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- 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 patients
- 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 patient care setting or in a patient's private home
- signs and symptoms of an allergic reaction to an oral health product
- specialist oral care and support for patients 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
- basic oral health care products, including:
  - products specified in the patient's individualised oral health care plan, such as:
    - alcohol-free mouthwash
    - antibacterial products
    - lip moisturiser
    - non-medically prescribed therapeutic agents and topical analgesic
    - remineralisation products
    - saliva substitutes/stimulants:
      - chewing gum
      - gels
      - liquids

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    - lozenges
    - sprays
- common oral health problems associated with patients 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

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

The following aspect of the performance evidence must have been demonstrated using 10 simulation scenarios prior to demonstration in the workplace or with members of the general public:

- applying identified oral health products safely and effectively

The following conditions must be met for this unit

- use of suitable equipment and resources, including:
    - age related oral health care resources
    - appropriate personal protective equipment (PPE)
    - *Dental board of Australia – dental guidelines* on infection control on which the candidate bases the planning process
    - oral hygiene self-care aids and technique
    - specialised equipment, placebo or simulated oral health products utilised in provision of oral hygiene
- modelling of industry operating conditions, including access to people for the simulated scenarios

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTOHC004 Provide or assist with oral hygiene

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to provide or assist a patient with their oral hygiene where the patient is unable to perform all or part of these tasks by themselves. The oral hygiene tasks for the patient are carried out within the framework of an individualised care support plan and within the workers designated role and responsibilities.

This unit applies to workers who provide direct patient care in a range of health and community services environments.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards for maintaining infection control *and industry codes of practice.*

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 patient's oral hygiene requirements to ensure good oral health	1.1 Liaise with supervisor to confirm individualised care plan supports requirements to address patient's oral hygiene needs using a person-centred approach 1.2 Work effectively with patients from a diverse range of backgrounds to meet individual preferences in relation to

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	provision of support or assistance with oral hygiene
	1.3 Discuss and confirm the patient's level of participation in meeting their own oral hygiene preferences and provide information to the patient and/or carer as required
	1.4 Confirm oral hygiene requirements are within scope of own knowledge, skills and work role and seek appropriate assistance where patient requirements are outside scope
	1.5 Take into account and address impacts that provision of oral hygiene may have on the patient and address any situations of risk associated with the provision of support and confirm actions with supervisor
	1.6 Update knowledge to identify appropriate oral hygiene products, processes and aids for providing assistance and promoting independence in line with the patient's individualised care support plan
2. Assist and support patients in an appropriate manner	2.1 Provide oral hygiene support or assistance in an appropriate environment
	2.2 Use effective communication, appropriate body language and a caring attitude to facilitate patient understanding of, and comfort with, oral hygiene processes taking place
	2.3 Clarify and address difficulties in providing support, including patient behavioural responses with patient and supervisor within organisation protocols
	2.4 Adapt techniques or arrangements in case of patient refusal or inability to comply as recommended in the individualised care support plan
	2.5 Recognise signs that indicate an oral health problem, including distress or behaviours of concern, especially in patients unable to articulate their symptoms or concerns
	2.6 Develop trust, rapport and respect with the patient and work in an appropriate environment to maintain dignity at an optimal time.
	2.7 Ensure patient 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 and use appropriate infection control procedures
	2.8 Provide support for patient's head or chin to enhance visual access without creating discomfort for the patient
3. Assist and support patients in	3.1 Prepare oral hygiene products and aids for use with

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their identified oral hygiene needs	teeth and soft tissue or dentures in an appropriate, safe and patient preferred manner 3.2 Inform patient and/or carer of oral hygiene processes to take place and incorporate toothbrush care 3.3 Provide and record individualised care support or assistance with oral hygiene tasks with consideration of identified patient preferences or risks 3.4 Where appropriate encourage patient to wear, insert and remove own dentures in line with care plan and support and assist patients with care of dentures 3.5 Update knowledge of techniques to improve oral hygiene practices and modified oral hygiene methods and aids
4. Recognise and report changes in patient oral hygiene requirements	4.1 Regularly review and document 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 report to supervisor any concerns to arise during patient contact 4.3 Consult with patient and supervisor to identify required changes to procedures and oral health products and aids 4.4 Maintain and file documentation using relevant technology

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

No equivalent unit.

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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

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Assessment Requirements for HLTOHC004 Provide or assist with oral hygiene

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 effective oral hygiene practices on 3 different patients in the workplace
- used processes, aids and equipment appropriately in provision of oral hygiene, including performing the following tasks at least 1 time:
  - tooth brushing
  - soft tissue cleaning
  - use of mouthwash
  - care of dentures
  - care of crown or bridge or implant or braces

Knowledge Evidence

The candidate must 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:

- awareness that good oral health refers 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

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  - pink, moist, uncoated tongue
  - watery plentiful saliva
  - well-fitting dentures
- relevant state/territory and national government policy and programs and reporting processes for oral health
- accessibility to services, including availability of private and public oral health services and eligibility for services
- basic anatomy and physiology underpinning oral health and hygiene, including what is considered healthy and unhealthy
- basics of oral health and hygiene and variations in oral hygiene care support requirements
- common and specialised equipment, products and aids utilised in provision of oral hygiene care support
- factors that impact on oral health, including:
  - abuse (neglect of oral health needs)
  - access to dental and health services
  - alcohol, licit and illicit drugs and substances, over the counter and herbal treatments
  - bacteria in dental plaque
  - correct infant feeding practices
  - damage from habitual grinding of teeth
  - diet and nutrition, including fluids and excessive intake of sugar
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions, HIV, chemotherapy and radiation
  - injury to mouth, such as from a seizure
  - medical history
  - oral piercings
  - patient oral health information
  - 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 family/carer to child
  - teeth misalignment causing trauma to teeth
  - trauma to the mouth as a result of an accident
- individualised care support plans, including terminology
- mobility and dexterity issues exhibited by patients and the impact this may have on oral hygiene
- oral side effects of medications, such as metallic taste in the mouth and ulcers
- dry mouth syndrome (xerostomia) related to conditions such as diabetes and ageing

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- 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 patient care setting and in a patient's private home
- signs and symptoms of an allergic reaction
- the interaction between oral health and general health
- oral hygiene products and aids for teeth and soft tissue may include:
  - 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 remineralising agent
- oral hygiene products and aids for dentures may include:
  - denture adhesive
  - denture brush
  - denture disinfection product
  - denture labelling kit
  - denture soaking products
  - denture-friendly cleaner
  - named denture storage container (disposable or non-disposable)
- techniques to improve oral hygiene practices may include:
  - bridging:

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    - engages patients senses of sight, sound and touch by mimicking brushing of own teeth to provide physical prompt
    - place brightly coloured toothbrush in patient's preferred hand to mirror behaviour
  - chaining:
    - bring patients hand and toothbrush to their mouth, describing activity and encouraging the patient to continue unaided
  - hand over hand:
    - using a hand over patient's hand to start brushing patient's teeth in unison
  - distraction:
    - use of a familiar item, such as towel, cushion or activity board, in patient's hand while brushing their teeth
  - rescuing:
    - attempts at oral hygiene are not successful and assistance is required
- modified oral hygiene methods and aids, may include:
  - 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 patients with reduced grip strength
  - high fluoride toothpaste applied onto teeth instead of brushing as a short term alternative only
  - mouth props for patients 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

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely.

The following aspect of the performance evidence for the provision of oral hygiene must have been demonstrated using 10 simulations scenarios covering a range of different people and complexities prior to demonstration in the workplace or with members of the general public:

- performed effective oral hygiene practices

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The following conditions must be met for this unit

- use of suitable equipment and resources, including:
  - age related oral health care resources
  - appropriate personal protective equipment (PPE)
  - *Dental board of Australia – dental guidelines* on infection control, on which the planning process is based
  - oral hygiene placebo products and aids for teeth and soft tissue
  - oral hygiene products and aids for dentures or oral hygiene self-care aids
- modelling of industry operating conditions, including access to people for the simulated scenarios

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTOHC005 Use basic oral health screening tools

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to prepare for and conduct authorised oral health screening tests within scope of work role to identify the need for referral to an oral health practitioner or for additional education or instruction in oral health care.

This unit applies to workers in a range of health and community service environments where authorised basic oral health screening is carried out.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards for maintaining infection control, and industry codes of practice.

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 participate in basic routine oral health screening services	1.1 Explain screening procedure and rationale to patient/s, check understanding and obtain consent from patient and/or carer to conduct screening 1.2 Prepare screening materials, instruments and tools 1.3 Take into account patient's ability to self-report and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
	select most suitable tools and approach
	1.4 Comply with directions of screening tool instructions, guidelines and/or training approved by the oral health sector
	1.5 Use screening tool to question patients about their oral health and take into account specific individual issues
	1.6 Demonstrate an understanding of existing health conditions and impacts on oral health
2. Follow screening tool questioning, observation and recording requirements	2.1 Record and document observations about patient's oral health in appropriate format according to tool and organisation guidelines
	2.2 Consult with other health personnel where necessary to confirm or clarify screening results, and record processes and outcomes
	2.3 Interpret findings based on screening results and report results to health practitioner or oral health team
	2.4 Document reporting processes, use information from patient and/or carer and own observations
3. Review screening process and referral outcomes	3.1 Address identified needs for oral health education and/or assessment in consultation with others and refer where necessary
	3.2 Where appropriate, discuss with patients and other relevant stakeholders any issues or obstacles relating to referrals made
	3.3 Where screening was unsuccessful report and follow up appropriately
	3.4 Clarify screening effectiveness by obtaining feedback from patients and other relevant stakeholders and identify any issues in own use of screening tool/s

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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

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

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Assessment Requirements for HLTOHC005 Use basic oral health screening tools

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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:

- communicated effectively with 5 patients to establish a relationship of trust to provide oral health information, including gaining patient's understanding of how the oral health screening tools are used
- used relevant endorsed oral health screening tool/s and techniques on 5 different patients, including:
  - interpreting and reporting results
  - documentation of findings
  - referral of patients as required

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:

- how to use the relevant endorsed oral health screening tool/s and techniques including:
  - preparation of screening tools
  - communication strategies to aid in screening instrument questioning
  - evaluation of tool effectiveness

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  - follow-up on unsuccessful screening
- oral health screening instruments and ways to respond to the results, including:
  - referral pathways and processes
  - screening tools, procedures and associated rationale for use
  - workplace policies, procedures and programs for screening
- relevant state/territory and national government policy, programs and reporting processes for oral health

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTOHC006 Apply fluoride varnish

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by practitioners working specifically in rural, remote and isolated areas and/or facilities that have knowledge and experience in oral health care, to apply fluoride varnish in line with prescribed treatment as outlined in an individualised oral health care plan and in accordance with relevant jurisdictional, legislative and regulatory requirements.

The unit applies to registered Aboriginal and/or Torres Strait Islander health practitioners, registered nurses and registered enrolled nurses in primary health care settings in rural, remote and isolated areas where the work roles may require the application of fluoride varnish.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards for maintaining infection control, and industry codes of practice.

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 the application of fluoride varnish	1.1 Check scope of own work role to ensure it includes application of fluoride varnish as advised by an authorised oral health practitioner in an individualised

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
	oral health care plan
	1.2 Confirm the patient'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
	1.3 Confirm consent
	1.4 Explain fluoride varnish application procedure to patient and/or family/carer and check their understanding of the benefits of fluoride varnish, need for regular applications, and the risks associated with fluoride varnish
	1.5 Explain the advantages and disadvantages of fluoride varnish over other procedures
	1.6 Prepare fluoride varnish kit and personal protective equipment (PPE) as required
2. Apply fluoride varnish to teeth	2.1 Position the patient for safety and comfort
	2.2 Use PPE in accordance with infection control policies and procedures throughout procedure
	2.3 Prepare teeth for fluoride varnish application in accordance with product instructions and application protocols
	2.4 Dispense appropriate amount of fluoride varnish
	2.5 Apply fluoride varnish in correct manner with applicator to teeth as recommended in the oral health care plan
3. Provide information to patient and/or family/carer about post-application advice and follow up requirements	3.1 Advise patient and/or family/carer of the importance of following instructions and recommended guidelines for eating, drinking fluids and brushing/cleaning teeth following fluoride varnish application
	3.2 Inform patient and/or family/carer of any expected short term changes in tooth appearance or sensation, including colour, feel or taste
	3.3 Provide post-application information to patient and/or family/carer in both verbal and written or picture formats

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
	as appropriate to their individual needs or preferences
	3.4 Ensure patient and/or family/carer understand oral health practitioner's recommended schedule for ongoing application in line with their individualised oral health care plan
4. Record and document information about the application	4.1 Record and document details of the application undertaken, information provided and any concerns arising during contact with patient and/or family/carer
	4.2 Use relevant technology to complete documentation according to organisation's policies and procedures

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

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

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Assessment Requirements for HLTOHC006 Apply fluoride varnish

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.

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:

- applied fluoride varnish safely and effectively to 5 people in line with product guidelines, jurisdictional legislation and regulation relating to fluoride schedule, supply, authorisation and disposal, including:
  - prepared self and the client using personal protective equipment against risks associated with the use of fluoride varnish
  - identified and responded to risks associated with applying fluoride varnish
  - evaluated own capabilities in the application of fluoride varnish skills

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:

- 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
  - not permanent varnish but due to adherent nature will stay in contact with tooth surface for several hours

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- accessibility to services, including availability of private and public oral health services and eligibility for services
- awareness of relevant jurisdictional legislation and regulation relating to fluoride, including schedule, supply, authorisation and disposal
- application of fluoride varnish in the correct manner refers to:
  - keeping client mouth open
  - maintaining moisture control
  - retracting lip and cheek, wiping and applying a thin layer of varnish to the teeth as prescribed in the oral health care plan
  - ensuring varnish is applied without contact with other tissues
  - never dispensing product in excess to that stated in the oral health care plan
- how to reflect on own level of knowledge to achieve desirable outcomes and maintain own capabilities
- awareness of risks associated with fluoride varnish
- basic anatomy and physiology underpinning oral health and hygiene
- causes and prevention of common dental diseases especially dental caries
- common equipment utilised in the application of fluoride
- effective self-care practices for oral health, including cause, control and prevention of dental plaque
- emergency procedures that may be required during the application of fluoride varnish
- factors that impact on oral health, including:
  - abuse (neglect of oral health needs)
  - access to dental and health services
  - alcohol, licit and illicit drugs and substances over the counter and herbal treatments
  - bacteria in dental plaque
  - correct infant feeding practices
  - damage from habitual grinding of teeth
  - diet and nutrition, including fluids and excessive intake of sugar
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions, HIV, chemotherapy and radiation
  - injury to mouth, such as from a seizure
  - medical history
  - oral piercings
  - patient oral health information
  - presence of plaque and calculus
  - 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

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  - susceptible tooth surfaces
  - transmission of bacteria particularly from family/carer to child
  - teeth misalignment causing trauma to teeth
  - trauma to the mouth as a result of an accident
- work health and safety (WHS) issues and procedures, including those related to manual handling of fluoride varnish and personal safety and security risks associated with provision of fluoride varnish application
- own work role and responsibilities in the application of fluoride varnish
- principles and practices of confidentiality, privacy and consent of fluoride treatment
- evaluation criteria for monitoring effectiveness of fluoride varnish application program
- role of significant others in supporting patient's oral health care needs
- safe application of fluoride varnish
- safe storage of products
- relationship between oral health and general health

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely.

The following aspect of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace or with members of the general public

- apply fluoride varnish safely and effectively

Note: Where state/territory legislation prevents practice in the workplace, simulated assessment environments may only be used in place of workplace assessment.

The following conditions must be met for this unit

- use of suitable equipment and resources, including:
  - appropriate personal protective equipment (PPE)
  - oral hygiene self-care aids and technique
  - placebo fluoride varnish
  - specialised equipment utilised in the application of fluoride varnish
  - modelling of industry operating conditions, including access to people for the simulated scenarios

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTOPD001 Provide advice on optical appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Unit split to create new HLTOPD002. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to determine client optical needs from prescriptions, and provide detailed technical advice on appliances.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists or ophthalmologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine client optical needs	1.1 Access and correctly interpret prescription or customer record 1.2 Determine style and performance requirements in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	consultation with the client
	1.3 Take and record accurate client measurements
	1.4 Identify particular challenges or special needs of the client in relation to product options
	1.5 Identify opportunities to suggest new or innovative products
	1.6 Select products that meet client optical needs
2. Provide appliance information to client	2.1 Provide accurate and current style and performance details about available appliance options
	2.2 Explain how the optical appliance will meet visual, functional and cosmetic needs
	2.3 Provide accurate details of product costs
	2.4 Involve the client in the decision making process and provide opportunities to ask questions and discuss concerns
	2.5 Record advice provided according to organisation requirements

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

No equivalent unit.

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Assessment Requirements for HLTOPD001 Provide advice on optical appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Unit split to create new HLTOPD002. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 the activities outlined in the performance criteria of this unit during a period of at least 100 hours of direct client contact work
- provided advice on optical appliances to at least 5 different clients
- provided advice on both spectacles and contact lenses
- provided sound technical advice on options to clients taking account of:
  - weight
  - lens thickness
  - centration
  - curvature

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:

- industry context for provision of advice on optical appliances, including:
  - industry structure and profile
  - interrelationships between different parts of the industry

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    - modes of optical practice
    - how dispensaries and laboratories operate
- terminology used to describe optical appliances, their features and use
- legal and ethical considerations for providing optical advice to clients:
    - duty of care
    - informed consent
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations of different industry roles
    - work health and safety
- needs of different client groups
    - children and youth
    - adults of both genders
    - older people
- measuring techniques and requirements
- ways to assist clients select the most appropriate optical appliance, including:
    - how to assess the clients needs and interpret the requirements of different types of prescription
    - the principles of cosmetics and fashion to spectacle selection
    - the important parameters of lifestyle and image in the selection of spectacles
    - how to select suitable frames for clients and their prescription
    - how to select a suitable lens and lens treatment for the client
    - the inter-pupillary distance and multifocal fitting heights
    - basic facial fitting and adjustment of spectacle frames and mounts
- concepts and principles behind the design of spectacle lenses including:
    - different categories of lenses and frames
    - examples of current lens designs
    - how lens aberrations can be corrected or reduced
    - how to determine and specify appropriate lens design
    - the design and performance of spectacle lenses
    - the function of aspheric lens designs
    - the six main types of aberrations which are encountered in specific lenses
- types of spectacle frames and their performance characteristics

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - back vertex distance (BVD) gauge or rule

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  - frame adjusting tools
  - opticians lens measure
  - parallel rule or equivalent
  - pupillary distance (PD) rule
  - pupillometer
  - spectacle frames
  - spectacle lenses
- modelling of industry operating conditions, including provision of services to the general public

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTOPD002 Dispense optical appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit - incorporates content from HLTOPD403C.

Application

This unit describes the skills and knowledge required to use specialised optical knowledge to confirm and check appliance selection, fit appliances and follow procedures to complete the dispensing process.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists or ophthalmologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm appliance selection	1.1 Check appliance selection against prescription details or customer record 1.2 Confirm selection with client 1.3 Gain consent from client for fitting where applicable

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Fit optical appliances	2.1 Organise required fitting equipment and materials
	2.2 Correctly interpret technical aspects of customer requirements from records
	2.3 Follow standard fitting procedures and take account of special client needs
	2.4 Adjust frames to client to optimise visual performance
	2.5 Ensure optical appliances meet hygiene standards
	2.6 Give the client the opportunity to voice concerns in relation to optical appliance and make appropriate response
3. Instruct client on wear and care	3.1 Provide client with details about how to wear the appliance
	3.2 Offer information about appliance care routines
4. Finalise dispensing process	4.1 Complete financial transactions in accordance with relevant policies and procedures
	4.2 Follow correct procedures for client rebates
	4.3 Complete and store records in accordance with relevant policies, procedures and confidentiality requirements
	4.4 Offer follow up services in accordance with organisation procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential *to performance.*

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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

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Assessment Requirements for HLTOPD002 Dispense optical appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit - incorporates content from HLTOPD403C.

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 the activities outlined in the performance criteria of this unit during a period of at least 100 hours of direct client contact work
- dispensed optical appliances to at least 5 different clients

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:

- legal and ethical considerations for dispensing optical advice to clients:
  - duty of care
  - informed consent
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- how to interpret and transpose an optical prescription
- anatomy and physiology of the eyes, including:
  - common disorders of the eye
  - structure of the human eye and its physiological functioning

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  - the procedures involved in cataract extraction with intra-ocular lenses, including multifocal and toric IOL and factors that may influence the dispensing process
  - implant and refractive surgery
- basic theory of light, including:
  - basic calculation of angles of incidence, refraction, deviation and critical angles
  - how light is propagated and how commonly observed effects may occur
  - various light-induced phenomena
- ophthalmic prism, including:
  - effects of ophthalmic prism upon the eyes, and the need for ophthalmic prism in prescriptions
  - solving by both calculation and graphical methods, a variety of prism problems
  - the relationship between lens power, decentration and prism
  - the use of a tangent scale to measure ophthalmic prism
  - effect produced by varying the index, diameter, prismatic specifications, or form of a lens
  - the processes and assessment of vision, colour vision and perception
  - optical calculations and measurements, including measurements to determine the inter-pupillary distance and fitting heights for all lenses
  - effects produced by varying the index, diameter, prismatic specifications and form of a lens
- features of spherical lenses and their suitability for different customers, including:
  - concepts of vergence and their use in optical calculations
  - how to construct diagrams to illustrate image formation using simple ray-tracing techniques
  - refractive effects of a lens as the sum of its 2 surface powers
  - refractive properties of spherical lens surfaces
- features of astigmatic lenses and their suitability for different customers, including:
  - how to perform calculations related to the application of astigmatic lenses in optical prescriptions
  - formulae required to calculate the centre and edge thickness of spherical and astigmatic lenses
  - nature of astigmatism
  - the difference between cylindrical and sphero-cylindrical for astigmatic conditions
  - various forms of astigmatic lenses
- features of contact lenses and their suitability for different customers, including:
  - acceptable hygiene standards
  - examples of causes of wearing problems and lens hygiene and the correct procedures for lens maintenance
  - relevant Quality Assurance Standards
  - the correct methods of contact lens handling, insertion and removal
  - the parameters of contact lenses from prescription data supplied

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  - how lenses are manufactured
  - features and options for multifocal and progressive lenses
- commonly occurring problems and potential solutions in a dispensing situation
- requirements of dispensing spectacles to clients with special or complex needs, including:
  - commonly occurring problems in a dispensing situation and possible solutions
  - the appropriate action to be taken according to prescription requirements and the special needs of the client
  - visual screening
- how to determine criteria influencing dispensing procedures necessary for aspheric lenses
- referral protocol and procedures
- health fund and rebate requirements

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - back vertex distance (BVD) gauge or rule
  - frame adjusting tools
  - opticians lens measure
  - thickness callipers
  - parallel rule or equivalent
  - millimetre rule or pupillary distance (PD) rule
  - pupillometer
  - spectacle frames
  - spectacle lenses
- modelling of industry operating conditions, including provision of services to the general public

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTOPD003 Dispense atypical prescriptions

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisites.

Application

This unit describes the skills and knowledge required to evaluate client needs, take measurements and make calculations to facilitate effective dispensing for atypical prescriptions, including for low vision clients. Low vision occurs when, after accurate refraction and the provision of spectacles or contact lenses to correct the refractive error, good visual acuity is not achievable.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists or ophthalmologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate client needs	1.1 Interpret the parameters of atypical prescriptions and transpose as required 1.2 Analyse the prescription and identify areas of

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	freedom and constraints
	1.3 Assess the individual needs and requirements of the client
	1.4 Select possible frame, lens and treatment combinations to suit individual requirements based on principles of low vision aid selection, depending on client's needs
2. Determine specifications for atypical prescriptions	2.1 Take accurate measurements and make calculations necessary to accurately dispense atypical prescriptions
	2.2 Select option that best meets cosmetic, optical and functional needs
	2.3 Determine the correct working distance for low vision aids
3. Fit frames and lenses for atypical prescriptions	3.1 Organise required fitting equipment and materials
	3.2 Select and specify appropriate bevelling and edging requirements to enhance the cosmetics and quality of the spectacles
	3.3 Select appropriate lens treatments or additional requirements to maximise the visual performance and enhance the quality of the finished spectacles
	3.4 Measure and specify the most appropriate lens fitting criteria
	3.5 Ensure the quality of the finished spectacles
	3.6 Fit and adjust the spectacles to client needs
4. Instruct client on wear and care	4.1 Provide client with details about how to wear the appliance
	4.2 Offer information about appliance care routines
	4.3 Reinforce and support advice provided by low vision practitioner on correct use of low-vision aids

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Finalise dispensing process	5.1 Complete financial transactions in accordance with relevant policies and procedures 5.2 Follow correct procedures for client rebates 5.3 Complete and store records in accordance with relevant policies, procedures and confidentiality requirements 5.4 Offer follow up services in accordance with organisation procedures

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

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

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Assessment Requirements for HLTOPD003 Dispense atypical prescriptions

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisites.

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:

- dispensed optical appliances in response to at least 5 different atypical prescription needs
- determined the criteria for atypical dispensing, including making accurate calculations for the following:
  - change in vertex distance
  - compensated power (Fc)
  - effective power (Fe)
  - effectivity
  - prescriptions requiring compensations
- calculated differential prismatic effect and compensation using different sized segments, Fresnel prisms, or slab off bifocals
- calculated field of view and determine ways to improve the field of view
- calculated spectacle magnification and determine ways to reduce the effects of aniseikonia
- compounded and resolved prism

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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:

- legal and ethical considerations for dispensing optical advice to clients:
  - duty of care
  - informed consent
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- requirements of dispensing spectacles to clients with special or complex needs, including:
  - low vision, what it is, and how various aids may be used to assist such clients
- types of atypical prescriptions, how to interpret and transpose them, including:
  - anisometropia
  - aphakia
  - high ametropia
  - prism
- features and capabilities of aphakic lenses including:
  - aspheric lens design
  - centering
  - compensating for vertex distance change
  - edging/bevelling profile
  - full field lens design
  - general problems associated with dispensing aphakic lenses including jack-in-the-box effect and ring scotoma
  - lenticular designs
- field of view and its impact on atypical dispensing, including:
  - apparent versus real
  - aspheric lenses
  - calculations
  - high minus corrections
  - high plus corrections
- features of high ametropia including:
  - back vertex power (F’v) front vertex power (Fv)
  - compensated surface power
  - corrections
  - prescription requirements and constraints
  - thick lens power
  - types

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- high minus lenses and negative lenticulars and how they are used, including:
  - centering
  - compensating for vertex distance change
  - dispensing high index materials
  - edging/bevelling profile
  - high index materials
  - lenticular types and designs
  - surface reflections and the need for anti-reflection and multi-coatings
- high prismatic corrections and how they are achieved, including:
  - edging/bevelling profile
  - fresnels and their use
  - high horizontal prism
  - high vertical prism
- ways to respond to aniso and antimetropia including:
  - base curve selection
  - correcting vertical imbalance problems
  - effects of lens form (shape)
  - effects of thickness
  - prism differential
- features of spectacle magnification including:
  - effects on visual acuity
  - positive compared to negative lenses
  - retinal image size

Assessment Conditions

Skills must have been 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:
  - vertex distance calculator (disc or table/chart)
  - vertex distance rule
  - vertex distance calliper (distometer type)
  - lens measure
  - pupillary distance (PD) rule
  - pupillometer
  - thickness callipers
- modelling of industry operating conditions, including integration of problem solving activities

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTOPD004 Edge and fit ophthalmic appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to perform edging and fitting of spectacle lenses and to apply techniques, treatments and processes to finish or repair spectacle frames and lenses.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists or ophthalmologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for edging and fitting	1.1 Access and correctly interpret required information and prescriptions 1.2 Prepare and check equipment and instruments for operational readiness 1.3 Select and prepare personal protective equipment as

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	required
2. Perform edging and fitting	2.1 Edge lenses following the tolerances allowed by Australian standards
	2.2 Produce accurate formers
	2.3 Use special hand-edging techniques to modify lenses for change-overs and centring corrections
	2.4 Edge, drill, groove and mount spectacle lenses to frames
	2.5 Edge, drill and mount spectacle lenses to rimless frames
3. Adjust and repair frames and lenses	3.1 Repair and modify spectacle frames to meet client needs
	3.2 Complete standard alignment of frames to required standards
	3.3 Produce tinted lenses to required standards
4. Utilise computer technology	4.1 Select appropriate technology and software applications to achieve the requirements of the task
	4.2 Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user
	4.3 Use technology according to organisation requirements and in a way which promotes a safe work environment
	4.4 Carry out or arrange routine maintenance in order to ensure that equipment is maintained in accordance with manufacturer’s instructions and organisation requirements
	4.5 Identify equipment faults and take action in accordance with manufacturer’s instructions or by reporting fault to designated person
5. Conduct final checking procedures against Australian	5.1 Determine any axis or centring error and apply Australian standards tolerances.

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
standards	5.2 Verify powers, axes and centration by checking the spectacles on the focimeter
	5.3 Check lens surface for scratching and aberrations
	5.4 Adjust the frame to standard alignment
	5.5 Check metal framed spectacles for strain and reduce as required
	5.6 Clean spectacles using appropriate cleaners
	5.7 Clean, maintain and store equipment in accordance with manufacturers requirements and infection control procedures
	5.8 Accurately document procedures undertaken according to organisation procedure

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

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

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Assessment Requirements for HLTOPD004 Edge and fit ophthalmic appliances

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- edged and fitted at least 10 pairs of spectacles to Australian standards, demonstrating the appropriate handling of the following types of frames and materials:
  - nylon (nyl-tag) rimless
  - metal full rim
  - plastic full rim
- automatically edged lenses using:
  - former cutting
  - blocking/chucking systems
  - machine operation
  - drilling
  - grooving
- hand edged lenses using:
  - hand bevelling techniques
  - safety chamfering
  - changeovers
- addressed common lens problems:
  - rectifying off-axis lenses

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    - reducing unwanted vertical and/or horizontal prism
- repaired and modified spectacle frames, including:
    - alignment
    - refitting nylon
    - re-pinning and riveting joints
    - sink joints
    - soldering metal frames
    - undertaking frame part replacements
    - undertake digital fame tracing
- used the features of a manual focimeter for the following tasks:
    - correct neutralisation
    - determination of additions
    - determination of axes
    - determination of centration
    - determination of powers
    - determination of prism
- accurately calculated minimum size uncut (MSU) using centration chart and by calculation to allow for papillary distance (PD) and decentration for prism
- made templates and eliminated errors using:
    - hand techniques
    - machine techniques
- tinted lenses to match tint samples
- mounted lenses

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:

- Australian standards tolerances
- transmission and absorption data and its role in edging and fitting
- properties of lenses, including:
    - refractive index
    - abbe value
    - specific gravity
    - impact resistance
    - transmission and absorption
- features and use of impact resistant safety lenses including:
    - advantages and disadvantages
    - Australian standards for both general purpose and industrial use

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  - evaluation of materials including glass, CR-39 (allyl diglycol carbonate), trivex, higher index plastics, polycarbonate and laminates
  - impact resistance
  - impact testing requirements, conditions and procedures
  - principles and processing of chemical toughening
  - problems and special lens requirements
- filter and tinted lens processes including:
  - Australian standards requirements
  - plastic lens tinting including dyes and tint types, equipment, preparation, problems and solutions
  - transmission testing including equipment and instrumentation, equipment limitations and Australian standards
- vacuum coatings and their use, including:
  - absorptive (tinted) coatings
  - handling, cleaning and care of coatings
  - manufacturing processes
  - multiple layer antireflection (AR) coatings
  - single AR coating
- the effects of surface reflections and ghost images on lenses
- edging and fitting glazing techniques
- frame measurement systems including boxing and datum
- features of different frames and rims and how to work with them:
  - different frame materials and their scope of use
  - techniques for working with frames and rims heating, manipulation, adjusting, handling and repair
  - rimless types
  - drilled rimless frames
  - standard nylon rims
- nasal cut and nasal add techniques
- features and functions of edging and fitting equipment:
  - automatic edgers
  - calibration and checking tools
  - focimeters (lensmeters)
  - frame alignment tools
  - hand edging equipment
  - marking/centration devices
  - edging wheel designs and characteristics
  - machine designs
- current and emerging software applications used in the optical dispensing environment

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Assessment Conditions

Skills must have been 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:
  - automatic edgers
  - hand edgers
  - blockers
  - markers
  - focimeters (lensmeters)
  - nylon groover
  - drill
  - clavulus
  - parallel rules
  - millimetre (PD) rules
  - frame tools
  - frames
  - lenses
  - adhesive and protection pads/films
  - formers
  - frame heater
  - soldering unit
  - tint bath
  - dyes
- modelling of industry operating conditions, including:
  - integration of time constraints
  - integration of problem solving activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTOPD005 Process and manage optical appliance orders

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to use specialised optical knowledge to place, check and service orders for spectacle frames and lenses.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists or ophthalmologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Place optical appliance orders	1.1 Interpret and transpose optical prescriptions 1.2 Identify and follow up on discrepancies 1.3 Complete ordering procedures using correct optical terminology and documentation 1.4 Respond to technical queries about optical appliance

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	orders
2. Check optical appliance orders	2.1 Verify details of order received against client record
	2.2 Organise required equipment and materials
	2.3 Check the spectacles on the focimeter to identify and verify powers, axes and centration
	2.4 Determine any axis or centring error and apply Australian standards tolerances
	2.5 Check lens surface for scratching and aberrations
	2.6 Adjust frames to standard alignment and check for strain as appropriate
	2.7 Clean spectacles using cleaning agents suited to the material
	2.8 Fit appliances from checked orders to client
3. Service optical appliance orders	3.1 Identify maintenance and adjustment requirements for optical appliances
	3.2 Make minor repairs and identify when work needs to be referred to specialist frame repairer
	3.3 Make standard frame adjustments to optical appliances
	3.4 Fit and edge lenses according to scope of own job role and organisation requirements
4. Maintain equipment	4.1 Clean equipment and attachments in accordance with manufacturer's recommendations and infection control procedures
	4.2 Complete routine maintenance procedures on equipment in accordance with manufacturer's requirements
	4.3 Store equipment and attachments in accordance with manufacturer's recommendations and organisation policies and procedures

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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

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

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Assessment Requirements for HLTOPD005 Process and manage optical appliance orders

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- transposed at least 10 different prescriptions
- placed orders for all of the following processes and materials and frames
  - spectacle lens edging
  - plastic frames
  - metal frames
  - nylon (nyl-tag) rimless
  - tinted lenses
- checked at least 10 different orders using focimeter, other equipment and standard checking processes, including:
  - calculated minimum size uncut (MSU) using centration chart and by calculation to allow for PD and decentration for prism
  - identified completed spectacle lens thickness
  - used problem solving techniques in reducing unwanted vertical and/or horizontal prism and rectifying off-axis lenses
  - interpreted transmission and absorption data including manufacturer’s transmission curves
  - corrected neutralisation
  - determined:

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    - additions
    - axes
    - centration
    - powers
    - prism
- edged and fitted lenses, including:
    - single vision
    - bifocal and/or progressive
- completed all of the following minor repairs, adjustments and frame part replacements:
    - repaired and serviced nylon rims
    - lens insertion
    - fitted frame
    - soldered metal frames
    - replaced:
        - temples
        - fronts
        - pads
        - screws

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:

- manufacturer transmission curves and how to interpret them
- transmission and absorption data and how to interpret
- nature of vacuum coatings on lenses, including:
    - absorptive (tinted) coatings
    - handling, cleaning and care of coatings
    - manufacturing processes
    - multiple layer anti-reflection (AR) coatings
    - single AR coating
    - surface reflections and ghost images
- filter and tinted lens processes including:
    - Australian standards
    - transmission testing including equipment and instrumentation, equipment limitations and Australian standards
- properties of lenses:
    - curve selection and thickness considerations
    - Australian standards requirements
- frame measurement systems, including boxing and datum

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- drilled rimless frames including mounts and rimless types and equipment needed
- scope of metal and plastic frame material including:
  - heating
  - manipulation
  - adjusting
  - handling
  - repair
- standard nylon rims including the equipment needed
- impact resistant safety lenses including:
  - advantages and disadvantages
  - Australian standards for both general purpose and industrial use
  - evaluation of materials including glass, CR-39 (allyl diglycol carbonate), trivex, higher index plastics, polycarbonate and laminates
  - impact resistance
- lens glazing and grooving techniques
- automatic edging processes including:
  - machine designs
  - machine operation
- edging and fitting techniques for single vision and bifocal/progressive lenses
- scope of routine maintenance for optical equipment
- workplace processes for equipment maintenance:
  - routine checking of equipment
  - preparation of a maintenance program
  - encouraging feedback from work colleagues
  - regular back-ups of data
  - keeping a log book of detected faults
  - regular occupational health and safety inspections
  - checking that repairs have been carried out
- current and emerging technology used in optical work

Assessment Conditions

Skills must have been 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:
  - automatic edgers
  - hand edgers
  - blockers
  - markers
  - focimeters (lensmeters)
  - nylon groover

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  - drill
  - parallel rules
  - papillary distance (PD) or millimetre rules
  - frame tools
  - frames
  - lenses
  - adhesive and protection pads/films
  - formers
  - frame heater
  - soldering unit
- modelling of industry operating conditions, including:
  - integration of time constraints
  - integration of problem solving activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPAT001 Identify and respond to clinical risks in pathology collection

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to recognise client risk factors, identify emergency situations and provide emergency or first aid response to client reactions associated with pathology specimen collection.

This unit applies to any individual for whom pathology collection is part of the job role. They may be working in collection centres, in hospitals or in other health care environments.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Recognise and assess potential risk	1.1 Identify potential clinical risks of performing collection procedure from review of client information in accordance with organisation procedures
	1.2 Assess client against pre-test criteria and determine

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	risk in accordance with organisation procedures
	1.3 Identify and refer potential risk situations beyond scope of own role to appropriate person
2. Identify situations requiring emergency or first aid response	2.1 Observe clients for reactions during and after collection procedure
	2.2 Promptly recognise signs of adverse reaction or complication
3. Respond to client reactions and complications	3.1 Follow documented procedures for any reactions and complications
	3.2 Follow first aid protocols in accordance with organisation policies and procedures
	3.3 Provide clear information to client and obtain consent from client where possible
	3.4 Complete accurate record of incidents in accordance with organisation policies and procedures

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

No equivalent unit.

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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

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Assessment Requirements for HLTPAT001 Identify and respond to clinical risks in pathology collection

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 recognised potential clinical risks from review of information from at least 3 different clients
- recognised adverse reactions and complications and followed required procedures in response to at least 3 different adverse events
- recognised adverse reactions and complications requiring first aid response and provided first aid according to procedures for all of the following:
  - fainting
  - fitting
  - arterial puncture
  - nerve damage
  - bruising
  - excessive or prolonged bleeding
  - diabetic emergency
  - falls
  - grazes
  - scarring and burns
  - vomiting

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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:

- legal and ethical considerations (national and state/territory) for emergency response, and how these are applied in organisations:
  - duty of care
  - informed consent
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries:
    - scope and limitations of own role in assessing clinical risk
    - points of referral for risk situations beyond scope of own role
  - work health and safety
- standard infection control requirements for clinical procedures:
  - hand hygiene
  - use of personal protective equipment (PPE)
  - avoiding contact with bodily fluids
  - sharps injury prevention and treatment if sustained
  - waste disposal
- client information that may inform assessment of risk:
  - clinical history
  - allergies
  - current and recent medications
  - recent illnesses
  - reactions/complications to previous collection procedures
- anatomy and physiology relevant to pathology collections:
  - vascular and nervous systems, particularly the close association of blood vessels and nerves of the limbs relevant to pathology collection
  - arteries, veins and capillaries
  - heart function – significant structures, greater blood vessels that enter and exit the heart
  - direction of flow of oxygenated and deoxygenated blood through the heart and lungs
  - features of collection sites
- types and features of clinical risks commonly associated with pathology collection:
  - reactions and complications to procedure
  - infection
  - hemoconcentration
  - haemolysis
  - blood components

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  - sharps injury
  - excessive bleeding
  - damage to nervous system
  - vascular damage
  - location of venous access
  - concurrent treatments and therapy
  - intravenous (IV) therapy
- emergency procedures for client reactions and complications
- first aid and care protocols for:
  - fainting
  - fitting
  - arterial puncture
  - nerve damage
  - bruising
  - excessive bleeding
  - diabetic emergency
  - falls
  - grazes
  - scarring and burns

Assessment Conditions

Skills must have been 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 documented emergency and first aid procedures for the candidate to follow
- modelling of industry operating conditions, including presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPAT002 Perform venous blood collections

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Some content also in HLTPAT003. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.

Application

This unit describes the skills and knowledge required to confirm collection requirements, prepare client and equipment, and perform routine blood collections using venous blood collection.

This unit applies to any individual for whom blood collection is part of the job role. They may be working in collection centres, in hospitals or in other health care environments.

This unit relates to collections from adults of varied ages and genders, adolescents and children over 5 years of age. It does not include collections from babies, neonates, arterial collections or collections made via artificial access devices such as central lines, peripherally inserted central catheter (PICC) lines, or intra venous (IV) catheter.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Greet client and confirm pre-test criteria	1.1 Greet client courteously and identify self
	1.2 Identify client following organisation and regulatory procedures
	1.3 Confirm that client meets pre-testing criteria for required collection
	1.4 Obtain, interpret and accurately record personal and clinical information in accordance with organisation policies and procedures
	1.5 Correctly explain collection procedure to client
	1.6 Obtain consent for collection procedure from client
2. Prepare for venous blood collection procedure	2.1 Select appropriate collection site based on client evaluation
	2.2 Assemble equipment appropriate to test requested site selected
	2.3 Position client to ensure comfort and safety of both client and collector
	2.4 Identify when assistance may be needed and seek help if required
3. Draw blood	3.1 Adopt standard and additional infection control guidelines and precautions according to organisation documented procedure
	3.2 Clean site with approved cleansing agent and allow to air dry prior to collection
	3.3 Apply and remove/loosen tourniquet according to requirements of equipment being used
	3.4 Confirm suitable vein through palpation of site and clean skin according to organisation documented procedure
	3.5 Anchor vein below the site according to documented procedure
	3.6 Insert needle at approved angle of 30 degrees or less

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.7 Collect correct volume of blood in appropriate collection tubes in the approved order of draw, as recommended by the manufacturer
	3.8 Once correct amount collected, withdraw needle and apply direct pressure to site using dry cotton swab for minimum of 2 minutes and until bleeding has visibly stopped
	3.9 Dispose of needle immediately and safely using approved sharps disposal device
	3.10 Invert collection tubes within timeframe required as recommended by manufacturer
	3.11 Observe client before, during and after collection for potential adverse effects and respond according to procedure
4. Follow post-blood collection procedures	4.1 Accurately label blood collection tubes in front of client with time and date of collection, client details and other required information following regulatory and organisational guidelines
	4.2 Dispose of waste in accordance with infection control protocols and organisation policies and procedures
	4.3 Confirm tube labelling information accuracy with client
	4.4 Confirm that site has visibly stopped bleeding after appropriate time lapse and apply dressing
	4.5 Complete other collection documentation in accordance with organisation procedures
	4.6 Provide client with correct post venepuncture care instructions
	4.7 Prepare collected samples for transit or store according to test and organisation requirements

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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

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

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Assessment Requirements for HLTPAT002 Perform venous blood collections

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Some content also in HLTPAT003. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.

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 the activities outlined in the performance criteria of this unit during a period of at least 35 hours of pathology collection work under the supervision of a person currently working in a phlebotomist role for at least 18 hours per fortnight
- followed established technical, infection control and safety procedures and collected blood suitable for testing using venous blood collection with a maximum of two attempts from at least 20 different people comprising adults of varied ages
- used the following methods of collection:
  - evacuated system (at least 10 times)
  - winged infusion sets and/or needle and syringe as per organisation policy and procedure

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:

- legal and ethical considerations for blood collection, and how these are applied in organisations:

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- children in the workplace
  - duty of care
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - supportive holding for procedures (limitations)
  - work role boundaries
    - blood collection role in different contexts
    - sources of blood sample requests
  - work health and safety
- standard infection control requirements for clinical procedures:
  - hand hygiene
  - use of personal protective equipment (PPE)
  - avoiding contact with bodily fluids
  - sharps injury prevention and treatment if sustained
  - waste disposal
- industry terminology used in blood collection:
  - equipment
  - procedures
  - abbreviations
  - blood test names
  - appropriate venepuncture sites
  - clinical history and medication details
- key aspects 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
- components of blood in relation to quality blood samples and pre-analytical error:
  - serum plasma
  - red cells
  - white cells
  - platelets
- clinical risks of blood collection procedures and procedures designed to minimise those risks
- collection procedure factors which contribute to a quality sample collection and impact on laboratory testing
- pre-analytical factors which may affect the chemical analysis of blood and impact on collection:
  - appropriate times to collect
  - impact of drugs
  - timing of last dose

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  - required fasting times
  - protecting the integrity of the specimen
- features, functions and use of venepuncture equipment:
  - evacuated systems – multi-sample needles and winged infusion sets
  - needles and syringes
  - tourniquets
  - cleansing solutions and swabs
  - collection tubes
- blood sample handling, processing, transit and storage methods
- requirements for selection and collection into tubes with variable additives:
  - ethylenediaminetetraacetic acid (EDTA)
  - sodium citrate
  - lithium/sodium heparin
  - fluoride oxalate
  - separation gel
  - blood culture bottles

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - tourniquets
  - collection tubes
  - syringes and needles and/or winged infusion set (butterfly)
  - multi-sample needle and holder
  - evacuated blood collection equipment
  - sharps containers
  - alcohol wipes
  - dressings
  - PPE
  - hand hygiene facilities
  - documented collection procedures for the candidate to follow
- modelling of industry operating conditions, including:
  - interactions with clients from general public
  - presence of situations requiring problem solving in non-routine situations
- supervision of candidate's work activities by a person currently working in a phlebotomist role for at least 18 hours per fortnight
- at least 5 of the 20 collections must be directly observed in workplace by the assessor

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The following aspects of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace or with members of the general public:

- venous blood collection technique using the following equipment
  - evacuated system
  - winged infusion sets
  - needle and syringe

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPAT003 Perform capillary blood collections

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to confirm collection requirements, prepare client and equipment, and collect capillary blood using specific collection criteria, techniques and equipment.

This unit applies to any individual for whom capillary blood collection is part of the job role. They may be working in collection centres, in hospitals or in other health care environments.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian /New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm collection requirements	1.1 Greet client courteously and identify self 1.2 Identify client following organisation and regulatory procedures 1.3 Confirm that client meets pre-testing criteria for required collection 1.4 Obtain, interpret and accurately record personal and clinical information in accordance with organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.5 Explain collection procedure to client
	1.6 Obtain consent for collection procedure from client
2. Prepare for skin puncture blood collection	2.1 Confirm method and site of collection based on correct interpretation of clinical request and age of client
	2.2 Select equipment to ensure the collection meets test and organisational requirements
	2.3 Provide clear advice about the procedure to client or carer
	2.4 Use appropriate warming device to safely prepare site as required in accordance with documented organisation procedure
	2.5 Position client to ensure comfort and safety of both client and collector, using supportive holding techniques
	2.6 Identify when assistance may be needed and seek help if required
	2.7 Determine minimum volumes of blood required according to testing organisation's requirements and volume limits based on client age and weight
3. Draw blood	3.1 Adopt standard and additional infection control guidelines and precautions according to organisation documented procedure
	3.2 Clean site with approved cleansing agent and allow to air dry prior to collection
	3.3 Puncture the skin in the appropriate location, using an approved lancet appropriate to site selected and client age
	3.4 Collect capillary blood sample into appropriate collection containers devices to ensure sample integrity and correct order of draw in accordance with manufacturer's guidelines
	3.5 Mix sample by gentle inversion, maintaining sample integrity as required
	3.6 Following collection, apply pressure to puncture site

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	until site has stopped bleeding
	3.7 Observe client before, during and after collection for potential adverse effects and respond according to procedure
4. Follow post-blood collection procedures	4.1 Accurately label blood collection tubes in front of client with time and date of collection, client details and other required information following regulatory and organisational guidelines
	4.2 Dispose of waste in accordance with infection control protocols and organisation policies and procedures
	4.3 Confirm information accuracy with client or carer
	4.4 Confirm that site has stopped bleeding after appropriate time lapse and apply wound dressing
	4.5 Complete other collection documentation in accordance with organisation procedures
	4.6 Prepare collected samples for transit or store according to test requirements

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

No equivalent unit.

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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

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Assessment Requirements for HLTPAT003 Perform capillary blood collections

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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:

- followed established technical, infection control and safety procedures and collected blood using skin puncture from at least 3 different people of varying ages

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:

- legal and ethical considerations for capillary blood collection, and how these are applied in organisations:
  - children in the workplace
  - duty of care
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - supportive holding for procedures (limitations)
  - work role boundaries
    - boundaries of responsibilities
    - capillary blood collection role in different contexts, and situations where skin puncture is the most appropriate collection technique

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        - sources of blood sample requests
    - work health and safety
- standard infection control requirements for clinical procedures:
    - hand hygiene
    - use of personal protective equipment (PPE)
    - avoiding contact with bodily fluids
    - needle stick injury considerations
    - waste disposal
- industry terminology used in skin puncture blood collection:
    - equipment
    - procedures
    - abbreviations
    - skin puncture sites
    - clinical history and medication details
- key aspects of human anatomy and physiology in relation to the skin, vascular, arterial and nervous system relevant to capillary collections
- clinical risks of capillary blood collection procedures and procedures designed to minimise those risks
- factors which may affect the chemical analysis of blood and impact on collection:
    - appropriate times to collect
    - impact of drugs
    - timing of last dose
    - required fasting times
    - protecting the integrity of the specimen
- techniques for blood collection through skin puncture
- features, functions and use of skin puncture blood collection equipment:
    - approved lancets
    - cleansing solutions and swabs
    - collection tubes (microtainers)
    - dressings
- blood sample handling, processing, transit and storage methods
- requirements for selection and collection into tubes with variable additives:
    - ethylenediaminetetraacetic acid (EDTA)
    - lithium/sodium heparin
    - fluoride oxalate
    - separation gel

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - sharps containers
  - bio waste bins
  - alcohol wipes
  - dressings
  - PPE
  - hand hygiene facilities
  - documented collection procedures for the candidate to follow
- modelling of industry operating conditions, including:
  - interactions with clients and carers from general public
  - presence of situations requiring problem solving in non-routine situations
- supervision of candidate's work activities by a person currently working in a phlebotomist role for at least 18 hours in a fortnight time period

The following aspect of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace or with members of the general public:

- capillary blood collection technique

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPAT004 Collect pathology specimens other than blood

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPAT304/410. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to confirm collection requirements, prepare client and equipment and make routine pathology specimen collections.

This unit applies to any individual for whom specimen collection is part of the job role. They may be working in collection centres, in hospitals or in other health care environments.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australia /New Zealand standards and industry codes of practice.

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. Confirm collection requirements	1.1 Greet client courteously and identify self 1.2 Identify client following organisation and regulatory procedures 1.3 Confirm that client meets pre-testing criteria for required collection

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Obtain, interpret and accurately record personal and clinical information in accordance with organisation policies and procedures
	1.5 Explain collection procedure to client
	1.6 Obtain consent for collection procedure from client
2. Prepare for collection procedure	2.1 Confirm method of collection based on correct interpretation of clinical request and organisation requirements
	2.2 Select equipment and prepare following organisation procedures
	2.3 Position client appropriately to ensure comfort and safety of both client and collector
	2.4 Identify when assistance may be needed and seek help if required
3. Collect specimen	3.1 Adopt standard and additional infection control guidelines and precautions according to organisation documented procedure
	3.2 Follow documented procedures for collection of sample
	3.3 Use collection and clinical equipment appropriately and safely to avoid contamination of sample
	3.4 Observe client during and after collection for potential adverse effects and respond according to procedure
4. Follow post collection procedures	4.1 Dispose of waste in accordance with infection control protocols and organisation policies and procedures
	4.2 Accurately label sample in front of client with time and date of collection, client details and other required information following regulatory and organisational guidelines

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.3 Confirm information accuracy with client
	4.4 Complete other collection documentation in accordance with organisation procedures
	4.5 Prepare collected samples for transit or store according to test and organisational requirements

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

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

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Assessment Requirements for HLTPAT004 Collect pathology specimens other than blood

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPAT304/410. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- followed established technical, infection control and safety procedures for a minimum of 5 different specimen types selected from the following:
  - aspirates
  - breath
  - DNA swabs
  - nail clippings and/or scrapings
  - saliva
  - semen
  - skin scrapings
  - sputum
  - stool
  - swabs – bacterial, viral and PCR
  - urine

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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:

- legal and ethical considerations for pathology collection, and how these are applied in organisations:
  - children in the workplace
  - duty of care
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
    - boundaries of responsibilities
    - sources of non blood sample requests and interactions with other health services
  - work health and safety
- standard infection control requirements for clinical procedures:
  - hand hygiene
  - use of personal protective equipment (PPE)
  - avoiding contact with bodily fluids
  - sharps injury prevention and treatment if sustained
  - waste disposal
- industry terminology used in specimen collection:
  - equipment
  - procedures
  - abbreviations
  - medical terminology
- key aspects of anatomy and physiology sufficient to make safe specimen collection
- clinical risk factors in specimen collection and procedures designed to minimise those risks for different specimen types
- factors which may affect the chemical analysis of specimens and the impact on collection:
  - appropriate times to collect
  - timing of last dose
  - required fasting times
  - protecting the integrity of the specimen
- features, functions and use of the following specimen collection equipment:
  - sterile jars
  - 24hr urine containers with and without additives
  - swabs - viral, bacterial, polymerase chain reaction (PCR), deoxyribonucleic acid (DNA)

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  - paediatric urine collection bag
  - breath balloons
  - skin scraping equipment
  - nail clipping and scraping equipment
- handling and storage methods for different specimen types

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - steri-wipes or alcohol wipes
  - paediatric urine bags
  - swabs
  - scalpels
  - sterile containers
  - breath balloons
  - collection devices for skin and nail scrapings
  - packaging equipment consistent with regulatory and organisational transport requirements
  - documented collection procedures for the candidate to follow
- modelling of industry operating conditions, including:
  - interactions with clients from the general public
  - presence of situations requiring problem solving
- supervision of candidate's work activities by a person currently working in a collection role for at least 18 hours in a fortnight time period

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPAT005 Collect specimens for drugs of abuse testing

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Changes to performance evidence. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to confirm collection requirements, prepare client and equipment and collect specimens via urine and/or oral and breath testing following the special procedures that apply for drugs of abuse testing.

This unit applies to individuals working in collection centres, in hospitals, in other health care environments and workplaces where drugs of abuse testing takes place.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm collection requirements	1.1 Greet client courteously and identify self 1.2 Identify client following organisation and regulatory

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	procedures
	1.3 Confirm that client meets pre-testing criteria for required collection
	1.4 Obtain, interpret and accurately record personal and clinical information in accordance with organisation policies and procedures
	1.5 Explain collection procedure to client
	1.6 Obtain consent for collection procedure from client
2. Prepare for collection procedure	2.1 Ensure collection environment is prepared according to requirements of standards
	2.2 Confirm method of collection based on correct interpretation of clinical request
	2.3 Select equipment and ask client to select collection kit according to organisation procedures if applicable to standard
	2.4 Prepare client for procedure by removing excess clothing and other possessions, and store these securely if applicable to standard
	2.5 Provide accurate advice to client about procedure
3. Collect specimen	3.1 Follow procedures for sample collection according to standard and organisational procedure
	3.2 Adopt standard and additional infection control guidelines and precautions according to organisation documented procedure
	3.3 Observe client during and after collection for potential tampering and respond according to organisation procedures
	3.4 Assure sample integrity by testing and securing sample immediately following collection and for duration of time that sample is responsibility of the collector

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Follow post collection procedures	4.1 Dispose of waste in accordance with infection control protocols and organisation policies and procedures 4.2 Accurately label specimens in accordance with standards requirements and organisation procedures 4.3 Confirm information accuracy and sample security with client 4.4 Complete other collection documentation in accordance with standards and organisation procedures 4.5 Prepare and secure collected samples for transit or storage according to standards and organisational requirements, ensuring chain of custody is maintained

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

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

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Assessment Requirements for HLTPAT005 Collect specimens for drugs of abuse testing

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Changes to performance evidence. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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:

- followed established technical, infection control and safety procedures plus those required by the relevant standard, during collections from at least 3 different clients
- selected, prepared and used compliant equipment and collection kits
- collected urine, oral fluid or breath specimens for drugs of abuse testing

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:

- context for drugs of abuse testing including industry, social services, prisons, medical and legal purposes
- legal and ethical considerations (national and state/territory), including the requirements of AS/NZS 4308:2008 or AS 4760-2006 and any revisions thereof, and how these are applied in organisations:
  - duty of care

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  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
  - work health and safety
- pre-collection, during and post-collection procedures required to meet chain of custody requirements, including:
  - suitable environment to collect sample
  - client privacy
  - staff safety
  - specific environmental and specimen requirements to eliminate tampering
- collection procedures required to meet chain of custody requirements, including:
  - client supervision and seclusion
  - collection procedures that eliminates the opportunity to tamper with specimen
  - documentation requirements
  - integrity testing of samples as required by standard
- storage and transportation procedures required to meet chain of custody requirements, including:
  - chain of custody process
  - security satchels and labels
  - storage
  - courier requirements
- drugs of abuse, including:
  - types of drugs included
  - chemistry
  - effect on body
  - types of collection
  - methods of analysis

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, required by the relevant standard:
- modelling of industry operating conditions, including:
  - interaction with non-compliant clients
  - presence of situations requiring problem solving
- supervision of candidate's work activities by a person currently working in a collection role for at least 18 hours in a fortnight time period

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPAT006 Receive, prepare and dispatch pathology specimens

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to receive specimens, complete the administrative process to prepare samples for pathology testing, and dispatch specimens. This unit does not cover the dispatch of dangerous goods or the transport of specimens to external facilities.

This unit applies to individuals working in specimen reception roles in laboratories and pathology collectors and assistants in collection centres.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Receive specimens	1.1 Receive and process specimens and requests in accordance with organisation policies and procedures 1.2 Check pathology request forms and specimens documentation for adequate labelling in accordance with organisation and regulatory requirements 1.3 Ensure suitability of specimens for requested tests

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	consulting laboratory directories or manuals
	1.4 Reject specimens if necessary and complete documentation in accordance with organisation policies and procedures
	1.5 Notify or consult with senior staff members as required
	1.6 Follow infection control and workplace safety protocols relating to the safe handling of specimens
2. Complete administrative processing of specimens	2.1 Label specimens and request forms with unique laboratory number or bar code label in accordance with organisation policies and procedures
	2.2 Register request forms, specimen and patient information into laboratory information systems in accordance with organisation policies and procedures
	2.3 Complete administrative documentation in accordance with organisation policies and procedures
3. Prepare specimens	3.1 Confirm requirements for specimen processing in accordance with organisation procedures
	3.2 Perform separation of sample by centrifugation in accordance with test requirements and organisation procedures
	3.3 Prepare and label tubes for aliquotting in accordance with organisation procedures
	3.4 Transfer sample by aliquotting into appropriate tubes in accordance with organisation policies and procedures
	3.5 Sort samples according to appropriate laboratory department for testing in accordance with organisation policies and procedures
	3.6 Store samples in accordance with test requirements and organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Dispatch specimens	4.1 Ensure specimens for dispatch are packaged and labelled in accordance with organisation and regulatory requirements
	4.2 Complete appropriate dispatch documentation in accordance with organisation policies and procedures
	4.3 Dispatch specimens in accordance with organisation procedures and regulatory requirements

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

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

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Assessment Requirements for HLTPAT006 Receive, prepare and dispatch pathology specimens

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established procedures, safety requirements and infection control guidelines in the receipt, registration, sorting, storage and dispatch of at least 5 different pathology specimens

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:

- legal and ethical considerations for pathology specimen reception and preparation work, and how these are applied in organisations:
  - codes of practice, impact on national laboratory standards on role
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
- types of hazardous substances that may be received and how to respond:
  - bio-hazardous substances
  - formalin
  - hydrochloric acids

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  - additives and fixatives
- criteria for rejection of specimens at reception stage
- pre-test processing requirements and procedures:
  - coding
  - sorting
  - aliquotting
- medical terminology and chemical abbreviations used in the pathology specimen handling process

Assessment Conditions

Skills must have been 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:
  - pipettes
  - aliquot pots
  - personal protective equipment (PPE)
  - contaminated waste disposal
  - fridge
  - dryer
  - temperature controls
- modelling of industry operating conditions, including presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPAT007 Collect arterial blood samples

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added

Application

This unit describes the skills and knowledge required to confirm collection requirements, prepare client and equipment and follow policy and procedures for collection of arterial blood samples from clients for pathology testing.

This unit applies to experienced pathology collectors, medical technicians and health professionals. Individuals may be working in collection centres, hospitals or other health care environments.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm collection requirements	1.1 Greet client courteously and identify self 1.2 Identify client following organisation and regulatory procedures 1.3 Confirm that client meets pre-testing criteria for the arterial collection and seek assistance from medical staff if

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	required
	1.4 Obtain, interpret and accurately record personal and clinical information in accordance with organisation policies and procedures
	1.5 Explain collection procedure to client
	1.6 Obtain consent for collection procedure from client
2. Prepare for arterial collection	2.1 Select and prepare equipment, transport containers and disposables suited to arterial collection
	2.2 Position client to ensure comfort and safety of both client and collector
	2.3 Confirm blood volume required according to laboratory requirements
	2.4 Locate radial and ulnar arteries and check the integrity of arterial circulation of the hand using the Allen’s test
	2.5 Proceed with test when all criteria are met
3. Draw arterial blood	3.1 Adopt standard and additional infection control guidelines and precautions according to organisation documented procedure
	3.2 Prepare skin at collection site according to organisation policies and procedures
	3.3 Locate radial artery, insert needle at correct angle 90 degrees, and collect sufficient sample volume for requested test
	3.4 Following sample collection, apply sustained pressure to site immediately following collection according to organisation policies and procedures
	3.5 Dispose of needle safely using the approved sharps disposal device in accordance with organisational policy
	3.6 Fit stopper to syringe immediately after removal of needle
	3.7 Mix sample thoroughly, label and prepare for transport in accordance with organisation policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.8 Ensure documentation is accurately and fully completed and confirm information accuracy with client
	3.9 After appropriate length of time check puncture site to ensure bleeding has stopped and cover site with appropriate dressing
4. Perform post collection procedures	4.1 Dispose of waste in accordance with infection control protocols and organisation policies and procedures
	4.2 Confirm client comfort and provide accurate post collection information and instructions
	4.3 Notify appropriate staff so that the client's condition can be monitored
	4.4 Organise prompt transport of sample to testing location according to organisation requirements

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

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

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Assessment Requirements for HLTPAT007 Collect arterial blood samples

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added

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 the activities outlined in the performance criteria of this unit during a period of at least 400 hours of work as a health professional, medical technician or pathology collector
- followed established technical, infection control and safety procedures for the collection of arterial blood from at least 3 different clients

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:

- legal and ethical considerations (national and state/territory) for collection of arterial blood samples collection, and how these are applied in organisations:
  - duty of care
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
    - boundaries of responsibilities

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        - sources of blood sample requests and the nature of interactions with other health services
    - work health and safety
- standard infection control requirements for clinical procedures:
    - hand hygiene
    - use of personal protective equipment (PPE)
    - avoiding contact with bodily fluids
    - sharps injury prevention and treatment if sustained
    - waste disposal
- industry terminology used in arterial blood collection:
    - equipment
    - procedures
    - abbreviations
    - medical terminology
- clinical risks of arterial blood collection and how to avoid or minimise
- pre-test procedures:
    - oxygen therapy
    - room air
    - medication
- appropriate collection sites for arterial blood and techniques for collection
- features, functions and use of arterial blood collection equipment
- anatomy and physiology of the circulatory system relevant to arterial blood collection, including the importance of surrounding structures and purpose of performing circulation assessment (Allen's test)
- management of post collection complications, including bleeding
- arterial blood sample handling, transport and storage requirements
- quality sample requirements
- basic analysis process for arterial blood samples

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - arterial blood gas syringe
    - temperature controlled containers
    - needles
    - sharps containers
    - alcohol wipes
    - dressings

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  - ice packs
  - documented collection procedures for the candidate to follow
- modelling of industry operating conditions, including:
  - interactions with clients from general public
  - presence of situations requiring problem solving

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace/with members of the public.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPHA001 Maintain pharmaceutical imprest stock

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to monitor and respond to imprest stock requirements, including selection, dispatch and documentation activities.

This unit applies to pharmacy assistants and technicians working under the supervision of a pharmacist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Monitor imprest stock against requirements	1.1 Establish needs to replenish stock and determine quantity from specified minimum and maximum levels 1.2 Use appropriate technology to complete stock checks and generate picking lists of requisition items 1.3 Check that requisition lists comply with operating

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	procedures and department requirements
	1.4 Identify and report deviations to an authorised person according to scope of own job role
2. Select and dispatch stock	2.1 Obtain clearance for orders from authorised person
	2.2 Select requisitioned products and place into appropriate delivery containers
	2.3 Interpret information in pharmacy management systems, complete accurate transactions and generate packing slip
	2.4 Store and pack completed requisitions within the pharmacy prior to delivery
	2.5 Deliver stock to designated areas
	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
3. Complete documentation process	3.1 Complete and file documentation according to required procedures
	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

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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

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

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Assessment Requirements for HLTPHA001 Maintain pharmaceutical imprest stock

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

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 imprest stock according to workplace procedures on at least 10 occasions and completed associated selection, dispatch and documentation requirements
- identified issues outside scope of own practice and referred to the authorised person

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:

- legal and ethical requirements (national, state/territory) for imprest stock monitoring, and how these are applied in organisations, including:
  - codes of conduct
  - duty of care (and implications of negligence)
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific legislation:
    - medicines and their use

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    - the practice of pharmacy
    - different schedules of medicines and pharmaceutical products
  - work role boundaries – responsibilities and limitations
  - work health and safety
- key information in standard pharmaceutical references and their use by pharmacy assistants, including:
  - *Australian pharmaceutical formulary and handbook* (APF)
  - MIMs
  - *Australian medicines handbook* (AMH)
  - Micromedex
- proprietary and generic names of pharmaceutical products and the differences between them
- principles and procedures for imprest stock control
- features of pharmaceutical data management systems
- purpose of batch numbering and expiry dates on pharmaceutical products

Assessment Conditions

Skills must have been 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:
  - pharmaceutical stock management procedures
  - pharmacy imprest system
  - pharmaceutical products
- modelling of industry operating conditions, including presence of time constraints for activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPHA002 Pack pharmaceutical products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to package or pre-package pharmaceutical products, including the repackaging of medicines according to Pharmacy Board of Australia's *Guidelines on specialised supply* arrangements, national guidelines and legislation on the filling of dose administration containers.

This unit applies to pharmacy assistants and technicians working under the supervision of a pharmacist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare for packaging	1.1 Comply with dress code, safety requirements and personal hygiene procedures prior to entering the packaging area 1.2 Obtain packaging documentation, work sheet and interpret instructions from authorised person and according to packaging specifications

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.3 Clean and prepare work area according to pre-determined work sheet or equivalent
	1.4 Identify, clean, prepare and set packaging equipment
	1.5 Identify and report discrepancies in equipment functioning and take corrective action according to the instructions of an authorised person
	1.6 Obtain appropriate and sufficient packaging materials according to stock issuing procedures
	1.7 Obtain approved medicine
	1.8 Prepare and check labels according to work sheet and legal requirements
	1.9 Submit work sheet and labels to pharmacist for approval
2. Pack products	2.1 Operate packaging equipment to pack products
	2.2 Label container/units according to labelling specifications on the work sheet
	2.3 Apply in-process controls and record results accurately
	2.4 Report deviations to authorised person and take corrective action according to instructions from an authorised person
3. Conduct quality control	3.1 Obtain approval from authorised person at designated points in the packaging process according to work sheet
	3.2 Obtain relevant quality control documentation and check product specifications according to work sheet
	3.3 Reconcile and verify packaging materials under supervision of an authorised person
	3.4 Submit sample
4. Complete packaging process	4.1 Reconcile number of labels printed with number used and report discrepancies to the pharmacist

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	4.2 Alert authorised person of excess materials
	4.3 Complete batch documentation and forward according to standard operating procedures
	4.4 Obtain final approval from the pharmacist before releasing packed medicines/product to storage areas
	4.5 Clean equipment according to manufacturer instructions

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

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

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Assessment Requirements for HLTPHA002 Pack pharmaceutical products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

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:

- followed workplace procedures and safe packaging practices for at least 10 different product batches, including at least 5 dose administration aids (DAAs)/dose administration containers for an individual client
- identified issues outside scope of own practice and referred to the authorised person

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:

- legal and ethical requirements (national, state/territory) for pharmacy work, and how these are applied in organisations, including:
  - codes of conduct
  - duty of care (and implications of negligence)
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific legislation:
    - medicines and their use
    - the practice of pharmacy

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    - different schedules of medicines and pharmaceutical products
  - work role boundaries – responsibilities and limitations
  - work health and safety
- legal requirements and principles of pharmaceutical product labelling (product name, batch numbering and expiry date):
  - Pharmacy Board of Australia's *Guidelines on specialised supply arrangements*, national guidelines and legislation on the filling of dose administration containers
  - specific labelling requirements for filling DAAs and other containers
  - key information for inclusion:
    - date on which the container was filled
    - directions for use of each medicine according to work sheet
    - inclusion of ancillary labels, where required
    - name, strength, form and quantity of all medicines supplied in the container
    - pharmacy details
- Pharmacy Board of Australia *Guidelines for dispensing medicines*, that apply to individual workers
- key information in standard pharmaceutical references and their use by pharmacy assistants, including:
  - *Australian pharmaceutical formulary and handbook* (APF)
  - MIMs
  - *Australian medicines handbook* (AMH)
  - Micromedex
- infection control principles and their relevance to pharmaceutical packaging
- features of packaging equipment including their operation, cleaning and maintenance, including:
  - counting trays
  - irons
  - heat sealing equipment
  - measures
  - scales
  - tweezers
- packaging principles and processes, including:
  - calculations, weights and measures
  - properties of container types and selection for use
  - various pack sizes and selection for use
  - types of packaging materials
- environmental conditions required for pharmaceutical packaging related to:
  - humidity, light
  - security
  - temperature
  - ventilation

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- product identification and handling, including those for:
  - formulary medicines and non-formulary medicines
  - products with the required integrity as well as those whose integrity has been compromised
  - routine handling of products and products requiring special handling

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:
  - weighing and measuring equipment
  - packaging equipment and materials, including DAAs and containers
  - pharmaceutical stock management procedures
- modelling of industry operating conditions, including time constraints for completing packaging activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPHA003 Assist with dispensing of prescriptions and medication orders

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to accept and check the validity of prescriptions and medication orders, and assist the pharmacist by preparing labels, assembling products and completing documentation.

This unit applies to pharmacy assistants and technicians working under the supervision of a pharmacist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Accept order for dispensing	1.1 Receive prescription or medication order and complete and confirm client details 1.2 Identify the prescriber and initiating source for the purpose of costing and data entry 1.3 Read documentation to confirm the legality, validity

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	and completeness of the prescription or medication order
	1.4 Identify if client is eligible to access the medicine through the Pharmaceutical Benefits Scheme (PBS)
	1.5 Identify and report discrepancies to pharmacist
	1.6 Provide information to client about dispensing expectations in terms of time and cost as required
2. Ensure clinical evaluation by pharmacist	2.1 Refer prescription or medication order to pharmacist for clinical evaluation
	2.2 Confirm pharmacist has completed a clinical evaluation before filling the order
	2.3 Complete required documentation prior to dispensing
3. Prepare for labelling of medicines	3.1 Enter dispensing data into the pharmacy system and check accuracy against documentation
	3.2 Generate label, and cautionary and advisory labels to meet legal and regulatory requirements
	3.3 Follow procedures to deal with contraventions of law
	3.4 Check information on labels for accuracy and clarity against dispensing requirements
	3.5 Alert the pharmacist to any relevant warnings from the pharmacy system
4. Assemble items	4.1 Interpret prescription or medication order requirements and refer to pharmacist where details or quantities are unclear
	4.2 Select prescribed products in the correct quantities of each item, according to prescription or medication order, ensuring expiry date is appropriate
	4.3 Use barcode scanning technology during the dispensing process according to Pharmacy Board of Australia *Guidelines for dispensing medicines*
	4.4 Package and label correct quantities into a suitable

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	container with correct and clear labelling
	4.5 Check packed item for accuracy and visibility of expiry date
	4.6 Mark order with the quantity supplied, signature and date
	4.7 Self check work to ensure accuracy of assembled items
	4.8 Assemble items for an easy and complete check by the pharmacist
5. Finalise dispensing of medicine	5.1 Verify that prescription or medication order is checked and signed by the pharmacist
	5.2 Complete accurate final documentation
	5.3 Record relevant information and statistics according to workplace requirements

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

No equivalent unit.

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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

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Assessment Requirements for HLTPHA003 Assist with dispensing of prescriptions and medication orders

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

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:

- followed workplace procedures, safe dispensing practices, The International System of Units (SI) and most recent *Australian pharmaceutical formulary and handbook* (APF) to accurately process at least 50 items from prescriptions/medication orders
- identified issues outside scope of own practice and referred to the authorised person

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:

- legal and ethical requirements (national, state/territory) for dispensing prescriptions, and how these are applied in organisations, including:
  - codes of conduct
  - duty of care (and implications of negligence)
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific legislation:
    - medicines and their use
    - the practice of pharmacy
    - different schedules of medicines and pharmaceutical products

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  - work role boundaries – responsibilities and limitations
  - work health and safety
- legal requirements for dispensing of medicines:
  - information requirements on prescriptions and medication orders
  - 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
- Pharmacy Board of Australia *Guidelines for dispensing medicines*
- key information in standard pharmaceutical references and their use by pharmacy assistants, including:
  - APF
  - MIMs
  - *Australian medicines handbook* (AMH)
  - Micromedex
- dispensing procedures:
  - procedures and rationale for validating orders
  - types of discrepancies or potential issues found on prescriptions and medication orders, and how to respond to these
  - accepted self-checking processes to ensure accuracy
  - charging for pharmaceuticals e.g. organisation policy and the PBS
  - legal requirements and principles of pharmaceutical product labelling
  - prescribing conventions, and abbreviations and medical terminology used for instructions for the use of medicines
  - principles of calculations, weights and measures using the SI system
  - processes for reconstitution of products
  - properties of container types and principles of selection for use
- features of pharmaceutical products:
  - methods of administration, and use and effect on human physiology
  - common proprietary and generic names and their differences
  - medicine forms, dose, strength and quantity
  - principles and procedures for maintaining their security
  - principles and range of storage requirements
- product identification and handling, including those for:
  - formulary medicines and non-formulary medicines
  - products with the required integrity as well as those whose integrity has been
  - routine of handling products and products requiring special handling
- infection control principles and their relevance to dispensing medicines

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Assessment Conditions

Skills must have been 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:
  - weighing and measuring equipment
  - prescriptions and medication orders
  - pharmaceutical references
- modelling of industry operating conditions, including time constraints for completing dispensing activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPHA004 Order, maintain and distribute pharmaceutical stock

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPH312/313/315. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to maintain a pharmaceutical stock control system and distribute pharmaceutical products.

This unit applies to pharmacy assistants and technicians working under the supervision of a pharmacist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Procure stock	1.1 Identify items and quantity required for order, according to predetermined minimum and maximum stock levels 1.2 Obtain requisition requirements from authorised personnel

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.3 Source supplier according to organisation procedures and contractual obligations
	1.4 Interpret information to identify availability and cost of item and provide information to pharmacist
	1.5 Generate and place order following approval by delegated staff member
2. Process new stock	2.1 Accept delivery of stock and match delivery documentation with stock delivered
	2.2 Check condition of stock and expiry date and report deviations to the appropriate person
	2.3 Reconcile stock with order or control lists and report discrepancies to the appropriate person
	2.4 Inform pharmacist of medicines with specific recording requirements according to legal requirements and local policy
	2.5 Maintain batch traceability
	2.6 Accurately complete data capture requirements, including reconciliation of statements and invoices
	2.7 Comply with organisation procedures to return stock to supplier
3. Handle and maintain stock	3.1 Store stock according to stock storage and rotation requirements
	3.2 Maintain conditions to minimise risk of contamination
	3.3 Monitor stock on a regular basis, including minimum and maximum stock levels, and report deviations to the appropriate person
	3.4 Monitor and maintain correct storage requirements and report deviations to the appropriate person
	3.5 Maintain accurate location maps
	3.6 Check security compliance and report irregularities to the appropriate person

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ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
4. Select and pack item order	4.1 Select and pack items according to order requirements 4.2 Complete data entry requirements associated with processing orders 4.3 Check labelling, specific handling instructions and delivery information for accuracy in line with identified requirements 4.4 Check packaging is completed according to specific instructions
5. Dispatch orders	5.1 Check delivery documentation for accuracy and follow requirements 5.2 Implement packaging and handling procedures to ensure the security, integrity, cold chain maintenance and breakage avoidance of delivered goods 5.3 Complete medicine registers and other documentation accurately, as required
6. Process returned stock	6.1 Inspect returned products for their expiry date and integrity, and place in designated area 6.2 Place reusable returned stock in appropriate designated area 6.3 Dispose of unusable returned items according to organisation procedure 6.4 Complete inspection documentation accurately and forward for authorisation 6.5 Maintain accurate records and complete credit process in a timely manner
7. Assist in stocktaking procedures	7.1 Check stock lists of all items for stocktaking 7.2 Reconcile actual stock against stock lists

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	7.3 Count stock and check expiry dates
	7.4 Identify stock discrepancies and report to the appropriate person
	7.5 Determine minimum and maximum stock levels and report to the appropriate person
	7.6 Complete and maintain accurate stocktake documentation

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

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

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Assessment Requirements for HLTPHA004 Order, maintain and distribute pharmaceutical stock

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPH312/313/315. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence

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:

- followed procurement procedures and accurately completed the task for at least 10 orders
- followed stock control and maintenance procedures for pharmaceutical stock
- followed workplace distribution procedures for at least 5 batches of pharmaceutical stock
- identified issues outside scope of own practice and referred to the authorised person

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:

- legal and ethical requirements (national, state/territory) for pharmaceutical stock management, and how these are applied in organisations, including:
  - codes of conduct
  - duty of care (and implications of negligence)
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific legislation:
    - medicines and their use

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    - the practice of pharmacy
    - different schedules of medicines and pharmaceutical products
  - work role boundaries – responsibilities and limitations
  - work health and safety
- key information in standard pharmaceutical references and their use by pharmacy assistants, including:
  - *Australian pharmaceutical formulary and hand book* (APF)
  - MIMs
  - *Australian medicines handbook* (AMH)
  - Micromedex
- product identification and handling, including those for:
  - formulary medicines and non-formulary medicines
  - products with the required integrity as well as those whose integrity has been compromised
  - routine of handling products and products requiring special handling
  - packaging and transport specifications
- principles of procurement of pharmaceutical products including:
  - central supply systems and tender processes
  - purpose and process of purchasing contracts
  - sources of stock, including non-formulary items and Special Access Scheme (SAS) items
  - sources to determine legitimate receivers of stock
  - stock ordering processes and systems
- storage requirements for different types of stock:
  - environmental conditions
  - rotation requirements
- principles and procedures of stock control and maintenance including:
  - input and access of data relevant to stock control
  - financial implications of stock level control
  - maintaining security of pharmaceutical products
  - purpose of batch numbering and expiry dates on pharmaceutical items
  - procedures for dealing with alerts and company recalls
  - different methods of disposal of unwanted pharmaceutical products and outdated stock
  - procedures for dealing with returned stock
- infection control principles and their relevance to pharmaceutical stock control

Assessment Conditions

Skills must have been 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:

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  - stock reporting and data systems
  - prescriptions and medication orders
  - pharmaceutical references
- modelling of industry operating conditions, including time constraints for stock control activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPHA005 Conduct small scale compounding and labelling of pharmaceutical products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to complete small scale compounding of non-sterile pharmaceutical products from predetermined formulae, including extemporaneous dispensing.

This unit applies to pharmacy assistants and technicians working under the supervision of a pharmacist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Source information on formula	1.1 Select appropriate formula and master batch sheet for product, based on correct interpretation of the medication order or prescription 1.2 Confirm suitability of chosen master work sheet and availability of resources

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.3 Obtain authority of pharmacist to proceed
2. Prepare for production process	2.1 Comply with dress code, safety and personal hygiene procedures prior to entering the work area
	2.2 Clean work area and equipment correctly
	2.3 Confirm inventory levels of raw materials and disposable equipment
	2.4 Prepare a work sheet referenced from a master work sheet
	2.5 Verify that batch/work sheets are clearly written in logical order with clear directions and contains all the required information
	2.6 Assign product batch number
	2.7 Generate the product labels referenced from the master label detailed on the master work sheet
	2.8 Check and note the number of labels generated
	2.9 Submit work sheet and labels to pharmacist for approval
	2.10 Check and set up compounding requirements and equipment
3. Obtain equipment and supplies	3.1 Acquire materials listed on the work sheet according to stock levels and stock requisitioning procedures
	3.2 Check raw materials to ensure they have been released from quarantine for use by authorised persons
	3.3 Verify raw materials against batch work sheet and record raw material batch numbers and expiry dates
	3.4 Weigh or measure raw materials in designated area
	3.5 Obtain required authorisation or checks at designated points according to work sheet
4. Compound products	4.1 Allocate approved raw materials to equipment

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	according to batch work sheet
	4.2 Compound product according to method on work sheet
	4.3 Monitor and adjust compounding to comply with work sheet specifications
	4.4 Perform verification procedures, inspect finished product for deviations and report to authorised person
	4.5 Pack compounded product as specified on the work sheet, and following approval from an authorised person
	4.6 Label containers/units according to labelling specifications on the work sheet
	4.7 Obtain required authorisation or checks at designated points
5. Complete production process	5.1 Reconcile number of labels printed with number used and report discrepancies to the pharmacist
	5.2 Place product in quarantine area under appropriate storage conditions
	5.3 Clean machinery and manufacturing area and dispose of disposable equipment safely
	5.4 Complete all required documentation and forward to an authorised person
	5.5 Report all discrepancies to an authorised person
	5.6 Obtain final approval from the pharmacist before releasing packed medicines to storage areas
6. Participate in quality control	6.1 Pack and label a retention sample and/or quality control sample if specified on the work sheet
	6.2 Submit product sample and relevant documentation to quality control, where specified
	6.3 Record and file product quality control assay results
7. Store and transport released	7.1 Store products according to work sheet

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
product	documentation
	7.2 Obtain released product(s) from quarantine store
	7.3 Pack released product(s) into delivery containers which will maintain the required ambient conditions for the product
	7.4 Deliver product to destination
	7.5 Advise receipting area personnel of specific storage requirements
	7.6 Complete and file records and/or work sheets

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

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

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Assessment Requirements for HLTPHA005 Conduct small scale compounding and labelling of pharmaceutical products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

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:

- followed workplace procedures and industry codes to correctly and safely compound and label at least 5 different batches of pharmaceutical products listed in the *Australian pharmaceutical formulary and handbook* (APF)
- identified issues outside scope of own practice and referred to the authorised person

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:

- legal and ethical requirements (national, state/territory) for pharmacy work, and how these are applied in organisations, including:
  - codes of conduct
  - duty of care (and implications of negligence)
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific legislation:
    - medicines and their use
    - the practice of pharmacy

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        - different schedules of medicines and pharmaceutical products
    - work role boundaries – responsibilities and limitations in manufacturing products
    - work health and safety
- key information in standard pharmaceutical references and their use in manufacturing, including:
    - APF
    - MIMs
    - *Australian medicines handbook* (AMH)
    - Micromedex
- rationale for, and key features of:
    - The Society of Hospital Pharmacists (SHPA) *Guidelines for medicines prepared in Australian hospital pharmacy departments*
    - Pharmaceutical Inspection Convention and Pharmaceutical Inspection Co-operation Scheme (PIC/S) *Guide to good practices for the preparation of medicinal products in healthcare establishments*
- product identification and handling, including those for:
    - formulary medicines and non-formulary medicines
    - products with the required integrity as well as those whose integrity has been compromised
    - routine of handling products and products requiring special handling
- nature and use of different dosage forms including:
    - oral
    - parenteral products
    - topical
- infection control requirements for small scale compounding of pharmaceutical products, including:
    - correct disposal of sharps and residues
    - cleaning and disinfection processes
    - personal hygiene
    - sources and types of contamination and required responses (microbial, cross-chemical, physical, environmental; and corrective strategies)
- manufacturing processes relating to small scale compounding, including:
    - nature and use of oral and topical dosage forms
    - chemical and physical properties of raw materials in relation to formulation and compounding
    - types of equipment, their key features and use
    - compounding of a product according to a work sheet
    - principles and procedures of formulae calculations, weights and measures
    - processes for dilution, suspension, incorporation and reconstitution
- risk considerations and procedures for pharmaceutical manufacturing:
    - product security

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  - handling and storage of hazardous materials
  - quarantine periods
- requirements for formulated manufacturing documentation
  - different documentation types, their scope and purpose
  - worksheet processes
  - information quality requirements including clarity, logic and completeness
- labelling requirements for compounded products, including:
  - adherence to legislative requirements
  - name, form and strength of product
  - ancillary labels as part of label details
  - hazard warnings
  - spacing for entry of batch numbers and expiry dates
- packaging methods, container materials and principles for selection
- storage and transport requirements and rationale for different types of product including:
  - hazardous materials
  - special storage considerations:
    - humidity
    - isolation
    - light
    - temperature
    - ventilation
- features and use of pharmacy systems used for small scale compounding

Assessment Conditions

Skills must have been 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:
  - weighing and measuring equipment
  - utensils
  - raw materials
  - pharmaceutical references
- modelling of industry operating conditions, including presence of time constraints for activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTPHA006 Provide assistance in dispensary administration

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to use dispensary administration systems to maintain dispensary information, process Pharmaceutical Benefits Scheme (PBS) claims and complete other specialised administration tasks.

This unit applies to pharmacy assistants and technicians working under the supervision of a pharmacist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Perform dispensing administration tasks	1.1 Use technical and numerical features of dispensary administrative systems correctly 1.2 Issue and update pharmaceutical entitlement and benefit documents to and for clients within scope of own job role

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Maintain dispensary information	2.1 Update dispensary system with accurate information as required
	2.2 Back up dispensary system information to ensure secure data
	2.3 Identify and respond to information discrepancies
	2.4 Identify and extract correct clinical and financial data required for reporting and claiming systems
	2.5 Inform relevant pharmacist of changes to data stored in the dispensary information system
	2.6 Maintain confidentiality of dispensary information
3. Process pharmaceutical benefit claims	3.1 Collate prescriptions eligible for PBS claims and confirm details
	3.2 Interpret and use financial information related to claims
	3.3 Submit pharmaceutical claims to relevant authority
	3.4 Maintain accurate records for claims submission

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.

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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

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Assessment Requirements for HLTPHA006 Provide assistance in dispensary administration

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

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 2 batches of PBS or Section 100 claims using pharmacy systems to complete administrative tasks, including:
  - sourced, extracted, recorded and disseminated both clinical and financial dispensary information
  - identified and resolved issues to enable claims to be submitted
  - provided accurate information to clients and pharmacist
- identified issues outside scope of own practice and referred to the authorised person

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:

- legal and ethical requirements (national, state/territory) for dispensary administration, and how these are applied in organisations, including:
  - codes of conduct
  - duty of care (and implications of negligence)
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients

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    - specific legislation:
        - medicines and their use
        - the practice of pharmacy
        - different schedules of medicines and pharmaceutical products
    - work role boundaries – responsibilities and limitations
    - work health and safety
- key information in standard pharmaceutical references and their use by pharmacy assistants, including:
    - *Australian pharmaceutical formulary and handbook* (APF)
    - MIMs
    - *Australian medicines handbook* (AMH)
    - Micromedex
- types of hardware and software used in pharmacy administration, and features of their use
- features of the PBS:
    - schedule of PBS
    - process for Pharmaceutical Benefit Authority items including streamline authority, phone authority and written authority.
    - process for highly specialised drugs
- dispensary information management requirements, including:
    - accounting
    - stock control
    - compliance documentation
    - patient information
- requirements for client entitlement
- types of pharmaceutical benefit documents and their use

Assessment Conditions

Skills must have been 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:
    - electronic records of prescriptions and medication orders
    - web based claiming systems
- modelling of industry operating conditions, including:
    - time constraints for data entry and claims processing
    - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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

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HLTPHA007 Conduct small-scale compounding and labelling of aseptic pharmaceutical products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to complete small scale compounding of sterile pharmaceutical products from pre-determined formulae, including extemporaneous dispensing. This includes cytotoxic and total parental nutrition (TPN) products.

This unit applies to pharmacy assistants and technicians working under the supervision of a pharmacist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Source information on formula	1.1 Select appropriate formula and master work sheet for the product, based on correct interpretation of the prescription or medication order 1.2 Confirm suitability of chosen master work sheet and availability of resources

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.3 Obtain authority of pharmacist to proceed
2. Prepare for production process	2.1 Confirm the availability of the appropriate laminar flow hood/clean room or cytotoxic drug safety cabinet/cytotoxic suite or room or isolator required to compound the product according to the work sheet
	2.2 Comply with dress code, safety and personal hygiene procedures prior to entering the work area
	2.3 Clean work area and equipment correctly
	2.4 Maintain inventory levels of materials and disposable equipment
	2.5 Prepare a work sheet referenced from a master work sheet
	2.6 Assign product batch number
	2.7 Verify that the work sheets are clearly written in logical order with clear directions and contain all the required information
	2.8 Generate the product labels referenced from the master label detailed on the master work sheet
	2.9 Check and note the number of labels generated
	2.10 Submit work sheet and labels to pharmacist for approval
	2.11 Check and set up compounding requirements and disposable equipment
3. Obtain equipment and supplies	3.1 Assemble materials used in aseptic compounding as listed in the work sheet, according to stock levels and stock requisitioning procedures
	3.2 Check materials to ensure they have been released from quarantine for use by authorised persons
	3.3 Verify materials against manufacturing work sheet and record material batch numbers and expiry dates
	3.4 Select appropriate types, size and features of containers and packaging listed in the work sheet

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	3.5 Weigh or measure materials in designated area
	3.6 Obtain required authorisation or checks at designated points according to the work sheet
4. Prepare for sterile manufacturing	4.1 Transfer raw materials, disposable equipment, required containers or packaging and covered work sheet to pre-production area
	4.2 Follow hand washing, gowning and gloving procedures
	4.3 Disinfect and transfer materials, disposable equipment and work sheet to sterile production area
5. Prepare for cytotoxic production	5.1 Check that cytotoxic spill cleaning kits are available in all production areas
	5.2 Select and use appropriate sterile personal protective equipment for safe handling and preparation of cytotoxic drugs as required
	5.3 Follow specific procedures to minimise risk of exposure to cytotoxic drugs
6. Compound products using aseptic techniques	6.1 Allocate approved bulk materials, intermediary products and containers to appropriate equipment
	6.2 Incorporate materials according to work sheet using appropriate manipulation technique
	6.3 Compound product according to method on manufacturing work sheet
	6.4 Prepare cytotoxic products using procedures for safe handling of cytotoxic drugs
	6.5 Operate specialist equipment and use specialist supplies in sterile production preparation
	6.6 Perform verification procedures and inspect finished product for deviations and report to authorised person
	6.7 Pack compounded product into appropriate container

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	as specified on the work sheet, and following approval from an authorised person
	6.8 Label containers according to labelling specifications on the work sheet
	6.9 Obtain required authorisation or checks at designated points
7. Complete production process	7.1 Reconcile the number of labels printed with number used and report discrepancies to the pharmacist
	7.2 Place product in quarantine area under appropriate storage conditions
	7.3 Clean machinery and manufacturing area and dispose of disposable equipment safely
	7.4 Follow procedures for cleaning cytotoxic spills, and exposure to cytotoxic drugs
	7.5 Complete required documentation and forward to an authorised person
	7.6 Report discrepancies to an authorised person
	7.7 Obtain final approval from pharmacist before releasing compounded medicines to storage areas
	7.8 Discard waste materials appropriately
8. Participate in quality control	8.1 Pack and label a retention sample and/or quality control sample if specified on the work sheet
	8.2 Perform environmental monitoring and report abnormal readings to an authorised person
	8.3 Submit product sample and relevant documentation to quality control
	8.4 Record and file product quality control assay results and manufacturing area environmental monitoring results
9. Store and transport released product	9.1 Store products according to the work sheet

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	9.2 Obtain released product(s) from quarantine store
	9.3 Pack released product(s) into delivery containers which will maintain the required ambient conditions for the product
	9.4 Deliver product to destination ensuring safe transport of cytotoxic products
	9.5 Advise receipting area personnel of storage requirements
	9.6 Complete and file records and/or work sheets

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

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

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Assessment Requirements for HLTPHA007 Conduct small-scale compounding and labelling of aseptic pharmaceutical products

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

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:

- followed established procedures and industry codes to accurately and safely produce 10 aseptic products:
  - worked within the requirements of sterile areas, air locks, laminar flow hoods and cytotoxic drug safety cabinet/isolators
- identified issues outside scope of practice and referred these to the authorised person

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:

- legal and ethical requirements (national, state/territory) for pharmacy work, and how these are applied in organisations, including:
  - codes of conduct
  - duty of care (and implications of negligence)
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific legislation:
    - medicines and their use

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    - the practice of pharmacy
    - different schedules of medicines and pharmaceutical products
  - work role boundaries – responsibilities and limitations in manufacturing products
  - work health and safety
- key information in standard pharmaceutical references and their use in manufacturing, including:
  - *Australian pharmaceutical formulary and handbook* (APF)
  - MIMs
  - *Australian medicines handbook* (AMH)
  - Micromedex
- rationale and key features of:
  - The Society of Hospital Pharmacists (SHPA) *Standards of practice for the safe handling of cytotoxic drugs in pharmacy departments*
  - Pharmaceutical Inspection Convention/Pharmaceutical Inspection Co-operation Scheme (PIC/S) *Guide to good practices for the preparation of medicinal products in healthcare establishments* (PE010-3)
- product identification and handling, including those for:
  - formulary medicines and non-formulary medicines
  - products with the required integrity as well as those whose integrity has been compromised
  - routine of handling products and products requiring special handling
- nature and use of different dosage forms, including:
  - oral
  - parenteral products
  - topical
- infection control requirements for small scale compounding of aseptic pharmaceutical products, including:
  - aseptic technique
  - correct disposal of sharps and residues
  - cleaning and disinfection processes plus sterilisation of pharmaceuticals
  - personal hygiene and clothing standards
  - sources and types of contamination and required responses – microbial, cross-chemical, physical, environmental and corrective strategies
- processes relating to aseptic, including:
  - calculations for all sterile admixtures
  - chemical and physical properties of materials in relation to formulation and compounding
  - principles and procedures of formulae calculations, weights and measures
  - principles of aseptic technique, including cytotoxic manufacturing
  - processes for dilution, suspension, incorporation and reconstitution
  - use of terminal filtration

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- risk considerations and procedures for pharmaceutical manufacturing:
  - product security
  - handling and storage of hazardous materials
  - quarantine periods
  - management of cytotoxic spills
  - specific hazards related to cytotoxic manufacture
  - transport of cytotoxic medications
- requirements for formulated manufacturing documentation, including:
  - different documentation types, their scope and purpose
  - worksheet processes
  - information quality requirements (including clarity, logic and completeness)
- specific labelling requirements for compounded products, including:
  - adherence to legislative requirements
  - name, form and strength of product
  - ancillary labels as part of label details
  - hazard warnings
  - spacing for entry of batch numbers and expiry dates
- packaging methods, container materials and principles for selection
- storage and transport requirements and rationale for different types of product including:
  - hazardous materials
  - special storage considerations:
    - humidity
    - isolation
    - light
    - temperature
    - ventilation
- features and use of pharmacy systems used for aseptic compounding
- circumstances that require compounding of the product within a laminar flow hood/clean room or cytotoxic drug safety cabinet/cytotoxic suite or room or isolator

Assessment Conditions

Skills must have been 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:
  - simulated facilities with physically separate areas for preparation/checking of product, hand washing and manipulation of produce
  - gowns, gloves and hand washing facilities
  - weighing and measuring equipment
  - materials (including simulation medicine substitutes such as coloured water) and disposable equipment

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- note that a clean room environment is not required for simulated assessment
- modelling of industry operating conditions, including time constraints for completing activity

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPHA008 Support pharmacist communication with clients and other health professionals

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to identify and respond to pharmacy client information needs in relation to medicines and pharmacy services. Information recipients may be end user clients or other health professionals supporting the client.

This unit applies to pharmacy assistants and technicians working under the supervision of a pharmacist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify client information needs	1.1 Review client documentation to identify the medicines the client is taking 1.2 Clarify client information needs with pharmacist 1.3 Identify and plan to meet client special needs which may impact on the effectiveness of communication

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Use standard assessment tools to identify a client's ability to manage their medications
	1.5 Discuss information needs with the client and /or carer and refer needs outside of scope of role to the pharmacist
2. Gather and prepare information to meet client needs	2.1 Access reference material to gather information
	2.2 Ensure information is in a suitable format for the client to understand
	2.3 Select appropriate modes of communication to suit the purpose and context of the information being provided
3. Provide specific or prepared information to clients	3.1 Provide prepared information to clients when requested by the pharmacist
	3.2 Present relevant information to the client clearly and in sufficient detail to meet the needs of the client
	3.3 Reinforce the key messages provided to clients by the pharmacist or through consumer medicine information (CMI) and refer needs outside of scope of role to the pharmacist
	3.4 Exercise appropriate discretion and confidentiality and explain boundaries of confidentiality to client
	3.5 Seek advice and assistance from the pharmacist for unresolved concerns or issues
	3.6 Negotiate appointments with client and staff for the provision of information to the client
4. Collect information and provide to other health professionals	4.1 Detect new client admission and notify pharmacist
	4.2 Record client's medication brought into hospital
	4.3 Communicate medicines supply information to internal medical, nursing staff and community providers
	4.4 Obtain discharge planning information from relevant

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	source
	4.5 Prepare information for health professional for verification by the pharmacist
	4.6 Transfer information to health professional after verification by pharmacist
5. Confirm that client information needs have been met	5.1 Clarify with client that they understand the information provided
	5.2 Confirm with the pharmacist that client information needs have been met
	5.3 Record details of information provided to the client

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

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

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Assessment Requirements for HLTPHA008 Support pharmacist communication with clients and other health professionals

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

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:

- complied with legislative and professional practice standards in the collection and provision of a medicines list for at least 10 clients, using effective communication techniques to elicit and provide information in one-to-one communication, including:
  - listened actively
  - used techniques to establish rapport
  - used techniques to clarify meaning
  - provided clear, concise and correct information both verbally and in writing
  - recognised and addressed issues of concern
- identified issues outside scope of practice and referred them to the pharmacist

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:

- legal and ethical requirements (national, state/territory) for pharmacy work, and how these are applied in organisations, including:
  - codes of conduct
  - duty of care (and implications of negligence)
  - informed consent

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- privacy, confidentiality and disclosure
- records management
- rights and responsibilities of workers, employers and clients
- specific legislation:
  - medicines and their use
  - the practice of pharmacy
  - different schedules of medicines and pharmaceutical products
- work role boundaries – responsibilities and limitations, including limitations of own work role and type of information able to be provided:
  - CMI
  - confirmation of appointment date and time
  - information about the use of respiratory devices
  - information about the use of dose administration aids (DAAs)
  - standardised (workplace approved) information for clients
- work health and safety

- purpose and scope of client education to aid compliance with administration of medicines
- procedures for client identification and confirmation of identification
- CMI:
  - purpose and layout
  - sources of pharmacy computer system, National Prescribing Services online CMI search
- documentation:
  - assessment of client's ability to manage medications
  - list of medications brought into hospital
  - that CMI or other medication-related information has been issued to client/carer
- purpose and features of DAAs and limitations and problems with these devices
- principles of effective communication, including recognition of communication and language difficulties and how to overcome these
- features of current medication lists, purpose and layout
- sources and method of preparation of electronic and hard copy information
- purpose of, and methods for, standardised assessment of client's ability to manage medications
- factors that affect clients' ability to manage medications, including special needs related to:
  - communication environment and context
  - cognitive ability
  - cultural or language barriers
- respiratory devices:
  - care of respiratory devices
  - demonstration of respiratory devices

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    - knowledge, purpose and selection criteria for respiratory devices (including: dry powder inhalers, metered dose inhaler, spacers)
- structure and functions of the body systems and associated components, including:
    - cardiovascular system
    - cells, tissues and organs
    - digestive system
    - endocrine system
    - integumentary system
    - lymphatic system
    - musculo-skeletal system
    - nervous system
    - reproductive system
    - respiratory system
    - the special senses – smell, taste, vision, equilibrium and hearing
    - urinary system
- purposes of different medicine groups, including:
    - analgesics and anti-inflammatory agents
    - anti-coagulants
    - anti-depressants
    - anti-diabetic agents
    - anti-epileptics
    - anti-gout agents
    - anti-histamines
    - anti-hypertensives
    - anxiolytics and hypnotics
    - asthma treating agents
    - cholesterol and lipid lowering agents
    - corticosteroids
    - cytotoxics
    - diuretics
    - gastro-intestinal agents
    - heart medicines
    - hormonal medicines
    - osteoporosis medicines
    - viral and anti-bacterial agents, anti-fungals or antibiotics
- factors affecting medicine groups:
    - blood pressure
    - breast feeding
    - geriatric
    - paediatric

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  - pregnancy
- issues that affect the use of medicine in an individual:
  - bioavailability
  - bioequivalence
  - medicines absorption
  - medicines distribution
  - medicines elimination
  - medicines half-life
  - medicines metabolism
- concept of medicines:
  - medicines interactions
  - medicines food interactions and incompatibilities

Assessment Conditions

Skills must have been 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 CMI
- modelling of industry operating conditions, including communication with clients and health professionals

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPHA009 Support pharmacists in the collection and presentation of workplace data and information

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to identify pharmacy data and information collection requirements and to collect and present the information.

It applies to pharmacy assistants and technicians working under the supervision of a pharmacist.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify and address requirements for data and information collection	1.1 Obtain and clarify instructions from pharmacist to ensure correct understanding 1.2 Identify purpose and audience of the data and information to be collected 1.3 Determine appropriate data and information sources 1.4 Establish timeframe for data and information

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	collection 1.5 Collect data and information to address identified requirements
2. Prepare data and information for use	2.1 Check data and information for completeness and accuracy and respond to discrepancies 2.2 Analyse data and information to address identified purpose and audience 2.3 Collate data and information in a logical manner and prepare for presentation
3. Present workplace data and information	3.1 Select appropriate modes of communication to suit the purpose and context of the information being provided 3.2 Explain data and information to others as required to support its application to workplace operations 3.3 Answer questions about the data and information collected and clarify appropriately within scope of practice 3.4 Record and store data and information according to workplace procedures

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

No equivalent unit.

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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

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Assessment Requirements for HLTPHA009 Support pharmacists in the collection and presentation of workplace data and information

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant changes to knowledge evidence.

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:

- complied with legal, organisational and Society of Hospital Pharmacists (SHPA) *Standards of practice for clinical pharmacy services* for collection and presentation of accurate data and information:
  - screened at least 30 laboratory tests for abnormal results and notified the pharmacist
  - sourced and gathered at least one set of data or information for the following:
    - preparatory information required for reporting adverse drug reactions and other medication incidents
    - drug utilisation evaluation /audit information requested by the pharmacist
    - specific client data
  - arranged information and presented it in a form appropriate for the purpose of organisation's work practices

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:

- legal and ethical requirements (national, state/territory) for pharmacy work, and how these are applied in organisations, including:

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- codes of conduct
- duty of care (and implications of negligence)
- informed consent
- privacy, confidentiality and disclosure
- records management
- rights and responsibilities of workers, employers and clients
- specific legislation:
  - medicines and their use
  - the practice of pharmacy
  - different schedules of medicines and pharmaceutical products
- work role boundaries – responsibilities and limitations
- work health and safety

- key information in standard pharmaceutical references and their use:
  - *Australian pharmaceutical formulary and handbook* (APF)
  - MIMs
  - *Australian medicines handbook* (AMH)
  - Micromedex
- the role of, and how to utilise pharmacists with specific responsibilities:
  - medicines information
  - quality use of medicines
  - drug utilisation evaluation
  - clinical trials and clinical pharmacists
  - pharmacy managers
- order of referencing in presentation of information i.e. primary, secondary, tertiary references
- concept of drug utilisation evaluation and the data recorded
- concept of key performance indicators and data reported
- pharmacy or health facility management systems and procedures related to the collection and presentation of workplace data and information
- types of data and information collected and presented in the pharmacy context:
  - adverse drug reactions (ADR) and other medication incidents:
    - data required for reporting
    - meaning of ADR
    - process for reporting
    - purpose of reporting
  - biochemical, haematological and microbiology tests:
    - purpose of tests
    - understanding, of the abbreviations used
    - understanding of the concept of reference range
  - clinical trials:

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    - purpose of collection of information and the data required
    - understanding of the importance of maintaining confidentiality/blinding
  - meaning and purpose of medication reconciliation and the potential sources of data used to identify a client's medication history and medication list
- therapeutic drug monitoring:
  - medicines that require monitoring
  - purpose of monitoring
  - understanding of the concept of therapeutic range
- client data interrogation and presentation:
  - client unit record number
  - how to ensure client data retrieved is for the correct client
  - concept of key performance indicators and data reported
  - how to identify and access client data
  - concept of reference range
- different medicine groups and their roles, including:
  - analgesics and anti-inflammatory agents
  - anti-coagulants
  - anti-depressants
  - anti-diabetic agents
  - anti-epileptics
  - anti-gout agents
  - anti-histamines
  - anti-hypertensives
  - anxiolytics and hypnotics
  - asthma treating agents
  - cholesterol and lip lowering agents
  - corticosteroids
  - diuretics
  - gastro-intestinal agents
  - heart medicines
  - hormonal medicines
  - osteoporosis medicines
  - viral and anti-bacterial agents, anti-fungals or antibiotics
- factors affecting action of medicine groups:
  - blood pressure
  - breast feeding
  - geriatric
  - hepatic impairment
  - paediatric
  - pregnancy

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    - renal impairment
- issues that affect the use of medicine in an individual:
    - bioavailability
    - bioequivalence
    - medicines absorption
    - medicines distribution
    - medicines elimination
    - medicines half-life
    - medicines metabolism
- concept of medicines
    - medicines interactions
    - medicines food interactions and incompatibilities

Assessment Conditions

Skills must have been 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 pharmacy administration system that allows Pharmaceutical Benefits Scheme (PBS) dispensing and online claiming
    - computerised access to client information
- modelling of industry operating conditions, including time constraints for completing activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP213C/HLTPOP214D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to perform basic repairs and maintenance to health hardware and fixtures in the home and community.

This unit applies to work in a public health context and workers at this level will work under supervision within established guidelines.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Plan repairs and maintenance work	1.1 Identify potential health risks or problems in health hardware and fixtures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Develop a work plan, that includes a timetable and priorities, to address repairs and maintenance requirements for the identified health risks in consultation with supervisor
	1.3 Determine the job requirements and the location in which repairs and maintenance are to be carried out
	1.4 Notify and coordinate with householders, community members and other community workers regarding the proposed timetable and work plan and obtain necessary approvals
	1.5 Identify materials, tools and equipment necessary to complete the work in accordance with established procedures and check against job requirements
	1.6 Identify faults and urgent repairs that are within own area of responsibility or expertise
	1.7 Report problems that are outside area of responsibility or expertise in accordance with organisation policy and procedure
	1.8 Make referrals to other key people or outside agencies in accordance with established procedures
2. Carry out repairs and maintenance	2.1 Follow workplace health and safety (WHS) policies and procedures for carrying out repairs and maintenance and the use of tools, materials and equipment
	2.2 Carry out repairs and maintenance in accordance with work plan
	2.3 Respond to unplanned events or conditions in accordance with organisation policy and procedure
	2.4 Refer problems and gaps identified outside area of responsibility to relevant others in accordance with organisation policy and procedure
	2.5 Obtain approval in accordance with established procedures from relevant person to address contingencies
	2.6 Store tools and equipment in accordance with organisation policy and procedure upon the completion of work tasks or daily activities

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
3. Inspect and notify completion of work	3.1 Undertake final inspections to ensure that repairs and maintenance conform to requirements 3.2 Notify and/or document work completion in accordance with organisation policy and procedure

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

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

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Assessment Requirements for HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP213C/HLTPOP214D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 at least 2 potential health risks or problems associated with health hardware and fixtures:
  - developing and implementing a work plan that includes strategies to deal with each issue
  - identifying and communicating with stakeholders throughout the process
- carried out at least 2 repair and/or maintenance tasks on health hardware and/or fixtures

Knowledge Evidence

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

- legal and organisation requirements relating to repair and maintenance work, including:
  - organisation standards, policies and procedures, including:
    - infection control
    - manual handling
    - personal protective equipment
    - immunisation requirements and/or recommendations

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  - scope of own role and responsibilities
  - approvals required and process of obtaining approvals
  - referral agencies and their roles and responsibilities
- common faults, risks and problems associated with health hardware and fixtures and how to identify
- correct selection and use of tools, equipment and materials to be used for repairs and other tasks required

Assessment Conditions

Skills must have been 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:
  - WHS procedures
  - personal protective equipment
  - organisation and manufacture guidelines and procedures
  - maintenance requests
  - suitable work area, equipment and materials
  - hand and power tools appropriate to the maintenance tasks
- modelling of industry operating conditions

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP002 Monitor and maintain sewage systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP216D/HLTPOP217D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to identify the basic way in which sewage systems function and the strategies needed to maintain sewage systems in the community.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify potential problems and faults with sewage systems in the community	1.1 Identify components of the sewage system in the community 1.2 Check for signs of contamination and identify potential problems that can occur with sewage systems and household plumbing and fixtures, including septic tanks
2. Monitor and maintain the sewage system	2.1 Identify strategies required to prevent the transmission of disease through sewage disposal 2.2 Develop and implement a work plan in relation to the identified strategies in conjunction with supervisor 2.3 Report any difficulties or problems to supervisor in accordance with organisation policy and procedure 2.4 Refer any problems or difficulties that are outside own area of responsibility or expertise to appropriate people or agencies

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

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

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Assessment Requirements for HLTPOP002 Monitor and maintain sewage systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP216D/HLTPOP217D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 at least 2 potential health risks or problems associated with sewage systems and developed and implemented a work plan that includes strategies to deal with each issue.

Knowledge Evidence

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

- legal and organisation requirements relating to sewage systems work, including:
  - organisation standards, policies and procedures, including:
    - infection control
    - manual handling
    - personal protective equipment
    - immunisation requirements and/or recommendations
  - scope of own role and responsibilities
  - approvals required and process of obtaining approvals
  - referral agencies and procedures

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- household plumbing design and fixtures and the way in which effluent and sullage waste leaves the house or building to go out to the waste disposal system
- water and sewerage plans for the community, if available
- type, design and components of the sewage system in the community and how they function, including:
  - septic or onsite systems
  - sewage or effluent systems
- what sewage is and the difference between effluent (black) and sullage (grey) water
- causes of common faults, risks and problems associated with household plumbing and sewage systems and how to identify and prevent them
- sewerage disposal strategies for communities or outstations without a sewerage disposal system (onsite and/or septic system or sewerage and/or effluent system), including knowledge of grease trap and soakage pit, pit toilets and shallow trench latrines.

Assessment Conditions

Skills must have been 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:
  - work health and safety (WHS) procedures
  - personal protective equipment
  - organisation guidelines and procedures
  - suitable work area, equipment and materials
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP003 Monitor and maintain water supply

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP218D

Application

This unit describes the skills and knowledge required to identify the basic way in which water supply systems function and the strategies needed to maintain water supply systems in the community.

This unit applies to work in a public health context and workers at this level will work under supervision within defined guidelines.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify potential problems	1.1 Identify components of the water supply system in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
and faults with water supply systems in the community	the community 1.2 Check for signs of contamination and identify potential problems that can occur with water supply systems and household plumbing and fixtures
2. Monitor and maintain the water supply system	2.1 Identify strategies required to prevent the transmission of disease through the water supply 2.2 Develop and implement a work plan in conjunction with supervisor 2.3 Report any difficulties or problems to supervisor in accordance with organisational policies and procedures 2.4 Refer any problems or difficulties that are outside own area of responsibility or expertise to relevant people or agencies

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

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

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Assessment Requirements for HLTPOP003 Monitor and maintain water supply

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP218D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 at least 2 potential health risks, faults or problems associated with household plumbing design and fixtures and developed and implemented a work plan that includes strategies to deal with each issue.

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:

- legal and organisation requirements relating to water supply work, including:
  - organisation standards, policies and procedures, including:
    - infection control
    - manual handling
    - personal protective equipment
    - immunisation requirements and/or recommendations
  - scope of own role and responsibilities
  - approvals required and process of obtaining approvals

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    - referral agencies and procedures
- water and sewerage plans for the community where available
- various sources of water, including:
    - bore water
    - surface water
    - spring water
    - rock catchments
    - soaks
    - dams
    - rain water tanks
- how water is accessed in the community
- household plumbing design and fixtures and the way in which water supply enters the house or building along internal plumbing and pipes to taps and appliances
- how to monitor water supply and common water supply contaminants
- signs, causes and prevention of water contamination
- common faults, risks and problems associated with household plumbing and water supply systems and how to identify them.

Assessment Conditions

Skills must have been 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:
    - workplace health and safety (WHS) procedures
    - personal protective equipment
    - organisation guidelines and procedures
    - suitable work area, equipment and materials
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP004 Monitor and maintain rubbish collection and disposal systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP220C

Application

This unit describes the skills and knowledge required to identify community processes for rubbish collection and disposal, and the strategies needed to monitor and maintain rubbish collection and disposal systems in the community.

This unit applies to work in a public health context and workers at this level will work under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Monitor rubbish collection and disposal systems in the community	1.1 Identify potential problems that can occur with rubbish collection and disposal systems used in the community

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Identify community processes for rubbish collection and disposal
2. Maintain the rubbish collection and disposal system in the community	2.1 Identify strategies within own role and responsibilities to prevent the transmission of diseases through rubbish collection and disposal
	2.2 Develop and implement a work plan in conjunction with supervisor
	2.3 Report any difficulties or problems to supervisor in accordance with organisation policies and procedures
	2.4 Refer any problems or difficulties that are outside own area of responsibility or expertise to relevant people or agencies

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

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

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Assessment Requirements for HLTPOP004 Monitor and maintain rubbish collection and disposal systems

Modification History

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 at least 2 potential health risks or problems associated with rubbish collection and disposal systems and developed and implemented a work plan that includes strategies to deal with each issue.

Knowledge Evidence

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

- legal and organisation requirements relating to rubbish collection and disposal work, including:
  - organisation standards, policies and procedures, including:
    - infection control
    - manual handling
    - personal protective equipment
    - immunisation requirements and/or recommendations
  - scope of own role and responsibilities

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  - approvals required and process of obtaining approvals
  - referral agencies and procedures
- diseases transmitted through rubbish collection and disposal and strategies to prevent transmission
- community processes in relation to rubbish collection and disposal
- definitions and sources of rubbish
- rubbish tip designs and environmental health considerations in terms of appropriate location of tip sites
- tip disposal methods and organisation of tip site
- bin designs and sizes
- recycling and re-using options.

Assessment Conditions

Skills must have been 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:
  - workplace health and safety (WHS) procedures
  - personal protective equipment
  - organisation guidelines and procedures
  - suitable work area, equipment and materials
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP005 Work in a population health context

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Title change. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP301C

Application

This unit describes the skills and knowledge required to apply current context, philosophy and key principles of population health to work in the sector.

This unit applies to work in a public health context and workers at this level will work under supervision within established guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Plan for work in population health	1.1 Research current and historic concepts of health and its determinants 1.2 Identify key principles to a population health approach and use to assess current work approach

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
2. Gather information on the organisations that support population health work	2.1 Identify relevant local, State/Territory and national organisations supporting population health work 2.2 Clarify each organisation's contribution to population health work
3. Work within the context of the population health approach	3.1 Incorporate consideration of the historical, social, political and economic context into own work 3.2 Apply key principles of population health approach to own work 3.3 Check all work to ensure it complies with relevant legislative and regulatory frameworks

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

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

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Assessment Requirements for HLTPOP005 Work in a population health context

Modification History

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 at least 3 organisations that support population health work and their contributions
- identified and researched context and key principles of population health approach relevant to work with at least 1 community or project and identified how work will incorporate context and key principles.

Knowledge Evidence

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

- recent public health strategies and relevant local codes of practice, legislation and regulatory frameworks
- health determinants, including:
  - political
  - biological and genetic factors
  - physical environment

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    - socio-economic factors, including:
        - social gradient
        - stress
        - social exclusion
        - work
        - unemployment
        - social support
        - addiction
        - food
        - transport
        - housing
    - behavioural
    - cultural
    - quality of health services
- historic concepts of health
- concepts and models of health, including:
    - medical model
    - salutogenic model
    - social view of health
    - academic and professional
- historical, social, political and economic context of population health work and how it relates to and affects environmental health and the subsequent impact on individual and community needs
- principles of health promotion
- principles of population health, including those focused on working with Aboriginal and/or Torres Strait Islander communities
- equity issues in population health
- national, State/Territory and local health initiatives and priorities
- the major organisations involved in population health in Australia and their contributions
- different models of work in the population health sector, including:
    - early intervention and/or disease prevention
    - community development and education
    - health promotion
    - working with individuals
    - working with families and the community
    - original and/or Torres Strait Islander environmental health worker (community funded and/or government funded)
- multi-sectoral and multi-strategic approach to population health.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP006 Contribute to working with the community to identify health needs

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP302C

Application

This unit describes the skills and knowledge required to work with a particular community in the assessment of their health needs.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Assist in conducting a literature review	1.1 Identify aims of literature review and source relevant organisation reports and key documents with a focus on health needs 1.2 Consult key stakeholders from the community and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	other relevant bodies for sources of information relevant to health needs
	1.3 Identify and source information and data at local, State/Territory or regional level that may assist in defining and assessing the health needs of the community
	1.4 Provide feedback to the work team or team leader on sources of information and assist with reviewing literature
2. Participate in a consultation process with the community	2.1 Contribute to discussions with key stakeholders regarding the health problem, its causes and appropriate interventions and solutions
	2.2 Provide briefing materials throughout the consultation process to identify and clarify issues of interest and concern to stakeholders and own organisation
	2.3 Provide feedback to the team leader or work team on the results of the consultation process
3. Contribute to activities that assist the community to identify their health needs	3.1 Contribute to activities that assist community to understand the factors contributing to the health issue or problem
	3.2 Collect further information and data when needed for input into the analysis and presentation of results arising from the literature review and consultation processes
	3.3 Collaborate with team and supervisor to recommend activities to stakeholders that would build the ongoing capacity of the community to understand and identify their health needs

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.

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Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for HLTPOP006 Contribute to working with the community to identify health needs

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP302C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 at least 1 community to identify their health needs, including:
  - participating in at least 2 consultation processes with a range of stakeholders
  - assisting in the review of literature from a range of sources
  - providing at least 2 recommendations to support the ongoing capacity of community to identify health needs.

Knowledge Evidence

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

- legal, ethical and organisation requirements relating to identifying community health needs, including:
  - relevant international charters and declarations and documents
  - national, State/Territory and local health policies, goals, targets and priorities relevant to the community
  - scope of own role and responsibilities

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    - equity issues in population health
    - evidence-based practice
    - quality assurance
    - social change and advocacy processes
    - privacy and confidentiality
    - responsibility to help a community respond to needs they identify which might not necessarily coincide with stated priority health needs
- principles of capacity building
- community health needs: state, conditions or factors in the community which, if absent, prevent people from achieving the optimum of physical, mental and social wellbeing
- 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)
- activities that develop an understanding of the factors contributing to the health issue or problem of the community
- overview of the stages in population health project planning
- theory and practice of population health, including health promotion, and health protection and prevention of communicable and non-communicable diseases
- consultation and participation principles and techniques, including:
    - interviews
    - nominal group process
    - questionnaires
    - Delphi Method
    - focus groups
    - forums
    - meetings
- conflict resolution, mediation and problem solving techniques
- literature review processes and sources of information
- difference between and examples of qualitative and quantitative data
- communities and types of data relevant to the community, including:
    - demographic characteristics
    - patterns of behaviour
    - lifestyle.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP007 Contribute to population health project planning

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP303/HLTPOP304C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to make 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.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Plan implementation of strategies	1.1 Identify existing plan and related goals and objectives 1.2 Identify project strategies from project plan

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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 tasks to be undertaken to implement strategies in consultation with relevant personnel
	1.4 Timetable tasks to be undertaken to implement strategies in consultation with relevant personnel
	1.5 Source resources required to implement strategy
	1.6 Calculate cost of tasks to be undertaken
2. Plan implementation of evaluation tasks	2.1 Identify project evaluation measures from the project plan
	2.2 Identify, in consultation with relevant personnel, tasks to be undertaken to collect data using the identified evaluation measures
	2.3 Timetable, in consultation with relevant personnel, tasks to be undertaken to collect data using the identified evaluation measures
	2.4 Source resources required to collect data using measures identified
	2.5 Calculate cost of evaluation tasks to be undertaken
3. Present planning information	3.1 Select appropriate methods of presenting planning information on the basis of planner needs
	3.2 Present information logically and include references to relevant data and sources to support assertions

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

No equivalent unit

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Links

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Assessment Requirements for HLTPOP007 Contribute to population health project planning

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP303/HLTPOP304C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- consulted with relevant personnel to assist with determining the project plan activities and requirements of at least 2 existing population health project plans, including:
  - timetabling project and evaluation tasks
  - sourcing project and evaluation resources
  - calculating project and evaluation costs
- presented outcomes to the project planner.

Knowledge Evidence

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

- legal and organisation requirements relating to identifying community health needs, including:
  - relevant international charters and declarations and documents
  - national, State/Territory and local health policies, goals, targets and priorities relevant to identifying health needs
  - social change and advocacy processes

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  - scope of own role and responsibilities
  - equity issues in population health
  - evidence-based practice
- theory and practice of population health, including health promotion, and health protection and prevention of communicable and non-communicable diseases
- overview of the stages in population health project planning
- planning models
- sources of information, including:
  - literature from population health and related disciplines, such as published books, peer-reviewed papers and reports
  - literature outlining marketing and behaviour change strategies specific to the community
  - demographic data and information
  - socio-economic data and information
  - data and information from health research and health studies
  - expert informants
  - key representatives of the community
  - national, State/Territory and local health policy documents and implementation guidelines
- overview of the stages in population health project planning and a broad understanding of project management techniques, including time and cost tracking methods.

Assessment Conditions

Skills must have been 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 population health project plans
- modelling of standard industry operating conditions and contingencies.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP008 Develop and implement disease prevention and control measures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Title change. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP306C

Application

This unit describes the skills and knowledge required to make a basic determination of the relevant diseases in the community, the mode of disease transmission and the possible means of transmission control.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Determine diseases affecting the community	1.1 Search for basic signs, symptoms and causes of diseases

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Determine the diseases affecting the community and confirm with supervisor
2. Work with basic environmental health strategies to limit the transmission of disease	2.1 Develop appropriate control measures to limit the transmission of disease
	2.2 Discuss and confirm environmental health strategies selected with supervisor
3. Implement environmental health strategies to limit the transmission of disease	3.1 Identify own roles and responsibilities
	3.2 Clarify roles and responsibilities of other key people or agencies
	3.3 Identify points of contact in relation to job role
	3.4 Implement and monitor control measures

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

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

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Assessment Requirements for HLTPOP008 Develop and implement disease prevention and control measures

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Title change. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP306C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- followed correct procedures to identify and address at least 2 potential diseases in the community, including developing and implementing disease prevention and control measures.

Knowledge Evidence

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

- legal and organisation requirements relating to environmental health needs, including:
  - national, State/Territory and local health policies, goals, targets and priorities relevant to identifying health needs
  - scope of own role and responsibilities
  - other key people or agency responsibilities
  - points of contact to assist with the implementation of strategies which are outside own responsibility
- basic germ theory, including:

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- what germs are, including conflict and/or compatibility with traditional knowledge
- where germs live and their source, including:
  - raw meat
  - rubbish
  - sewerage
  - sick animals
- conditions that germs need for growth, including:
  - temperature
  - food
  - water
  - time
- what parasites are, and types of parasites, including:
  - protozoa
  - worms
  - mites
  - lice
- disease categories (bacterial, viral), types of diseases and their signs and symptoms
- diseases or infection that can be attributed to parasites, types of diseases and their signs and symptoms

- bacterial diseases, including:
  - Salmonella
  - Staphylococcus
  - Campylobacter
  - E-Coli
  - Tetanus
- viral diseases, including:
  - colds and flu
  - Hepatitis A
  - gastroenteritis
  - Trachoma
  - Ross River Fever
  - Australian Encephalitis
- diseases attributed to parasites, including:
  - Dwarf Tape Worm infection
  - Giardiasis
  - hookworm infection
  - threadworm (or Pinworm) infection
  - scabies infection
- signs and symptoms of disease, including:
  - diarrhoea

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  - vomiting and/or nausea
  - fever
  - abdominal cramps and pains
  - headaches
  - lethargy
  - dehydration
  - indigestion
  - very painful muscles or joints
  - severe spasms and cramps in the neck, face and body
  - inability to control movements
  - yellowing of the skin and whites of the eyes
  - liver dysfunction
  - sore eyes
  - red eyes
  - watering eyes
  - rash
  - convulsions
  - paralysis
  - inflammation
  - coma
  - death
- vehicles and agents of transmission, including:
  - water droplets in the air
  - hands
  - wind blown dust
  - water
  - vectors (insects and rodents)
  - the blood which carries germs around in the body
- strategies and control measures to limit the transmission of diseases in the following contexts:
  - housing
  - water supply
  - sewage
  - rubbish collection and disposal
  - food storage and handling.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP009 Provide information and support on environmental health issues

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP307C

Application

This unit describes the skills and knowledge required to provide information and support to community and householders on environmental health issues or hazards that may be of concern.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Address information needs of the community and householders	1.1 Monitor and observe potential environmental health hazards or risks in the community and households as part of own work role

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Identify and discuss any issues of concern with community and householders to determine information needs and level of support required
	1.3 Discuss any difficulties or obstacles that may exist which have prevented the community and householders from being able to address issues of concern
2. Provide information and support	2.1 Provide information and support about environmental health to community and householders
	2.2 Report any problems, difficulties or obstacles that are outside of area of responsibility or expertise in accordance with organisation policy and procedure

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

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

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Assessment Requirements for HLTPOP009 Provide information and support on environmental health issues

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP307C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 provided information and support to at least 2 householders about environmental health issues.

Knowledge Evidence

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

- policies and procedures for providing culturally appropriate information
- alternative ways of providing information when cultural relationships prevent interaction
- germ theory and disease transmission
- environmental health hazards and risks
- strategies for disease prevention
- scope of own role and responsibilities
- methods for determining information needs, including identifying how much community members and householders already know and what information still needs to be provided to assist them in making informed choices or decisions
- procedures for reporting difficulties or obstacles to disease prevention, including:

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- non-durable health hardware already installed in houses that constantly break
- 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’, including community members and householders not being able to afford to buy health hardware items, or inability to read labels and direction of use
- cultural issues, including sleeping with dogs because they are a very important part of a person's culture and life
- not having access to fridges and freezers to store food
- not having access to washing machines to wash clothes.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP010 Monitor and maintain dog health in the community

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP310C

Application

This unit describes the skills and knowledge required to monitor dog health and dog population in the community and develop the necessary strategies and plans to address issues of concern.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Monitor dog health and dog population in the community	1.1 Discuss the need to monitor dog health and population with dog owners and community members to gain support 1.2 Consult with dog owners and community members to gather information on the health, population and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	condition of dogs
	1.3 Record all findings in accordance with organisation guidelines and procedures
	1.4 Report nature and extent of problem in accordance with organisation guidelines and procedures
2. Contribute to a dog health and/or dog population control plan	2.1 Discuss possible strategies for dog health and population control with other staff, community and relevant others
	2.2 Analyse preferred strategies to determine feasibility and appropriateness to the community
	2.3 Negotiate options with dog owners and/or community members
	2.4 Establish a plan of action with other staff, community and relevant others
	2.5 Identify role and responsibilities of self, other staff, community and other key people
	2.6 Contribute to the coordination of the plan in accordance with job role
3. Implement plan	3.1 Apply safe work practices and procedures in performing own role in accordance with the plan
	3.2 Assist community, organisation and relevant key people with implementation of their roles in accordance with the plan
	3.3 Maintain and access effective networks which contribute to the achievement of the plan
	3.4 Record results in relation to the implementation of the plan in accordance with organisation policy and procedure
	3.5 Implement follow-up measures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTPOP010 Monitor and maintain dog health in the community

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP310C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- collaborated with at least 1 community to gain support and approval to develop and implement dog health and dog population monitoring strategies and control plans, including consulting with at least 2 dog owners and other key stakeholders.

Knowledge Evidence

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

- legal and organisation requirements relating to dog health and population needs, including:
  - national, State/Territory and local health policies, goals, targets and priorities relevant to identifying health needs
  - scope of own role and responsibilities
  - key people or agency responsibilities
  - points of contact to assist with the implementation of strategies which are outside own area of responsibility
- common dog diseases, including:

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  - flea infestation
  - tick infestation
  - worm infestation
  - infected sores or wounds
  - mange
  - eye and ear infections
  - ringworm infection
  - hydatid tapeworm infection
  - hookworm infection
- factors that can lead or contribute to dogs becoming unhealthy, including:
  - 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 and wounds
  - dogs that are not treated for conditions that may cause infection and affect their health
  - dogs without access to clean and/or dry shelter
  - dogs that are not wormed and immunised
- potential health issues in relation to dogs and population health, including:
  - secondary injury as a result of bites from aggressive dogs
  - potential disease risks and infections from dog bites, including tetanus
  - community members giving food to dogs and going without themselves
  - dogs as vectors or carriers of disease, including when dog plays in sewage waste and then play or lick children
  - allergies due to dog mange causing or contributing to skin disease
  - gastrointestinal infections
  - roundworm and hookworm larval migration
- the roles and responsibilities of community, dog owner, organisations and other key people or specialists in the implementation of the plan
- strategies to monitor dog health and dog population in the community and to develop the necessary plans to address issues of concern, including:
  - dog owners and community education about various strategies in relation to caring for dogs, nutritional food sources, the provision of clean and dry shelter, checking dogs for fleas, ticks, wounds, sores, mange, eye and ear infections, immunising and worming dogs, washing dogs, and seeking help and support for sick dogs
  - reducing the number of internal and external parasites
  - dog sterilisation and contraception
  - euthanasia
- cultural issues which may impact on strategies
- culturally appropriate information provision
- traditional and non-traditional responsibilities and benefits of owning a dog.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP011 Facilitate provision of functional, durable health hardware items in home and community

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Title change. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP315C

Application

This unit describes the skills and knowledge required to ensure that repairs and maintenance are undertaken for functional and durable health hardware.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant state or territory regulatory authority under legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 the provision of functional and durable health hardware in the household and community	1.1 Obtain information on the methods used to monitor and assess repairs and maintenance of community and household health hardware
	1.2 Obtain information on the health hardware items purchased and used to repair, replace and maintain their housing stock
	1.3 Consult community members and householders to determine the success of the methods being used in relation to the ongoing provision of functional and durable health hardware
	1.4 Identify gaps that exist in relation to the provision of ongoing, functional and durable health hardware in the community
	1.5 Report to supervisor feedback from community members and identified gaps
2. Address issues in accordance with job role	2.1 Develop a work plan in conjunction with supervisor to address identified gaps and repairs
	2.2 Seek advice and/or support from key people and outside agencies
	2.3 Implement follow-up procedures to ensure identified repairs are being adequately addressed
	2.4 Report follow-up procedures to supervisor as required in accordance with established procedures

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

No equivalent unit

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Links

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Assessment Requirements for HLTPOP011 Facilitate provision of functional, durable health hardware items in home and community

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Title change. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP315C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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

- obtained information on at least 2 separate households to identify gaps that may exist in relation to the provision of ongoing, functional and durable health hardware in the community
- developed and implemented work plans to address the identified risks to health hardware.

Knowledge Evidence

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

- legal and organisation considerations relating to provision of functional, durable health hardware items in home and community, including:
  - national, State/Territory and local health policies, goals, targets and priorities relevant to identifying health needs
  - community reporting processes for repairs and maintenance requirements
  - community processes for funding repairs and maintenance

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  - scope of own role and responsibilities
  - roles and responsibilities of key people or agency responsibilities
  - points of contact to assist with the implementation of strategies which are outside own area of responsibility
- durable health hardware items appropriate to the region
- health hardware within a house that may require repair or replacement
- philosophies and principles in relation to housing for health

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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HLTPOP012 Contribute to testing of results of community water supply

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Title change. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP319C

Application

This unit describes the skills and knowledge required to assess the quality of the water supply source in the community and implement measures to address issues of concern, if necessary.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Determine processes used to monitor water quality in the community	1.1 Identify the responsibilities of key people and outside agencies for monitoring the quality and safety of water supply to the community

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Discuss and confirm processes used by key people and outside agencies to sample and treat water supply in the community and/or outstations
	1.3 Discuss and confirm own role and responsibilities in relation to the processes used with supervisor, key people and outside agencies
2. Monitor and maintain water quality in the community	2.1 Assist relevant others with monitoring and maintaining the quality and safety of water supply to the community and identifying potential nearby contaminants
	2.2 Report findings to supervisor in accordance with organisation policy and procedure
	2.3 Discuss follow-up measures with supervisor, key people and outside agencies to determine the most appropriate options to address any issues of concern
3. Implement follow-up procedures	3.1 Implement follow-up measures in accordance with established procedures and job role
	3.2 Monitor and evaluate follow-up measures to determine the success of methods being used
4. Provide feedback and advice	4.1 Document evaluation of follow-up measures in accordance with organisation policy and procedure
	4.2 Provide feedback to supervisor, key people and outside agencies
	4.3 Provide advice on alternative or additional strategies to maintain water quality

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.

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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

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Assessment Requirements for HLTPOP012 Contribute to testing of results of community water supply

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Title change. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP319C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 assistance in testing the quality of 2 water supply samples, including:
  - following workplace health and safety (WHS) and personal protective equipment requirements
  - reporting and following up findings
- identified at least 2 potential water supply contaminants and followed correct procedures to address and follow up concern.

Knowledge Evidence

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

- legal and organisation requirements relating to monitoring the quality and safety of water supply to the community, including:
  - national, State/Territory and local health policies, goals, targets and priorities
  - processes used by key people and outside agencies to sample and treat water supply in the community and/or outstations

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    - organisation standards, policies and procedures, including WHS and requirements for personal protective equipment
    - roles and responsibilities of self, key people and agencies
    - points of contact to assist with the implementation of strategies which are outside own area of responsibility
- sources of water in the community and how the community accesses its water supply
- environmental health issues in relation to water supply
- water uses and quality guidelines
- water sampling techniques and treatment and disinfection processes
- how to interpret water testing results
- the signs and indicators of possible contaminants
- strategies to maintain water quality.

Assessment Conditions

Skills must have been 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:
    - WHS procedures
    - personal protective equipment
    - organisation guidelines and procedures
    - sampling and testing work area, equipment and materials
    - water supply samples
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP013 Contribute to the implementation of a disaster plan

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Title change. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP322C

Application

This unit describes the skills and knowledge required to respond to a disaster as identified in an organisational disaster plan.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify existing local disaster planning strategies	1.1 Identify local community organisations providing emergency services 1.2 Clarify disaster plan and/or strategies and disaster planning exercises for the community

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
2. Identify roles in the delivery of the disaster plan	2.1 Identify local disaster planning processes 2.2 Identify roles and responsibilities of the disaster planning coordinator and other persons and determine own role 2.3 Identify relevant State/Territory and local lead agency representatives and contacts as appropriate 2.4 Put in place appropriate joint planning
3. Promote role of community organisations in the delivery of the disaster plan	3.1 Identify and explain roles and responsibilities of community organisation 3.2 Undertake assessment of skills and possible training of community organisation representatives 3.3 Implement disaster plan in line with community and organisation requirements
4. Provide feedback on disaster plan	4.1 Assess the effectiveness of the disaster plan in consultation with stakeholders 4.2 Identify and document ways to improve the disaster plan 4.3 Provide supervisor or manager and disaster planning coordinator with information on the effectiveness of the disaster plan and suggested ways to improve

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

No equivalent unit

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Links

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Assessment Requirements for HLTPOP013 Contribute to the implementation of a disaster plan

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Title change. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP322C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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 an existing disaster plan to respond to at least 2 different types of disasters, including collaborating with colleagues and other stakeholders to access effectiveness of implementation and identify and document improvements to the plan.

Knowledge Evidence

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

- types of disasters, including:
  - floods
  - cyclones
  - nuclear
  - fires
  - riots
  - earthquakes

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- disaster plans and planning strategies and processes
- legal and organisational requirements relating to implementing a disaster plan, including:
  - local, state and territory agencies relevant to the implementation disaster plan
  - roles and responsibilities of key people
  - points of contact to assist with the implementation of disaster plan which are outside own area of responsibility
  - scope of own role and responsibilities
  - lines of communication and authority relevant to own role
- group facilitation, negotiation and problem solving techniques
- local networks and community organisations, including:
  - state or territory health departments
  - police and other emergency services
  - social security
  - local government
  - non-government organisations
  - service providers
  - community groups
- why community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker in supporting the community in this process.

Assessment Conditions

Skills must have been 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 disaster plans and equipment outlined in the plan
- modelling of standard industry operating conditions and contingencies.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP014 Assess readiness for and effect behaviour change

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP402C

Application

This unit describes the skills and knowledge required to analyse behaviour that impacts health and ways in which to reinforce or change them to promote health.

This unit applies to work in a public health context and workers at this level will demonstrate judgement and limited responsibility within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Identify behaviour that impacts negatively on health and assess readiness for change	1.1 Identify social determinants of health and specific influences on individual's behaviour 1.2 Identify environmental factors that restrain change 1.3 Identify behavioural health determinants

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	1.4 Assess motivation, commitment and confidence levels to change attitudes, beliefs and behaviour in collaboration with other team members and/or stakeholders
	1.5 Reinforce positive beliefs and behaviour
	1.6 Consider unintended consequences of desired behaviour and incorporate into the plan
2. Develop and implement plan for behaviour change	2.1 Identify pro-active strategies to support behavioural change based on behaviour change models, research available and consultations with individual, experts and/or stakeholders
	2.2 Identify stakeholders or organisations for collaborative partnerships to support facilitating individual behaviour change
	2.3 Develop a plan in collaboration with individual and document in accordance with organisation policy and procedure
	2.4 Confirm individual's agreement, understanding and participation in relation to the plan
	2.5 Develop and agree on an evaluation process to monitor progress with the individual
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 and stakeholders in accordance with confidentiality requirements
	3.4 Review effectiveness of plan in collaboration with individual other experts and/or stakeholders
	3.5 Report results of behaviour change strategies in accordance with organisation policy and procedure

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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

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

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Assessment Requirements for HLTPOP014 Assess readiness for and effect behaviour change

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP402C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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, implemented and reviewed a behaviour change plan for at least 2 individuals, including:
  - consulting and collaborating with each individual, team members and other stakeholders to determine, agree and implement strategies and to monitor and review progress.

Knowledge Evidence

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

- legal and organisation requirements relating to developing and implementing behaviour change plans, including:
  - national, State/Territory and local health policies, goals, targets and priorities
  - organisation standards, policies and procedures, including scope of own role and responsibilities
  - stakeholders or organisations for collaborative partnerships to support facilitating individual behaviour change

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    - points of contact to assist with the implementation of strategies which are outside own area of responsibility
- equity issues in population health
- evidence-based practice
- social determinants of health
- environmental factors that restrain change
- behavioural health determinants
- the relationship between attitudes, knowledge and lifestyle factors and behaviour
- the relationship between individual behaviour and health outcomes
- behaviour change models and support strategies
- assessment techniques
- collaborative behaviour change planning processes.

Assessment Conditions

Skills must have been 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 behaviour change plans and equipment or resources outlined in the plan
- modelling of standard industry operating conditions and contingencies.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP015 Provide information on smoking and smoking cessation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP403C

Application

This unit describes the skills and knowledge required to provide information to individuals and groups on the impact of smoking and nicotine dependence and available smoking cessation resources and programs. It does not include providing smoking cessations interventions.

This unit applies to work in a public health context and workers at this level will demonstrate judgement and limited responsibility within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Screen clients for smoking	1.1 Discuss the client's tobacco use

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	1.2 Assess client's nicotine dependence using a validated method
	1.3 Record client results according to organisation policy and procedure
	1.4 Maintain client records professionally and accurately
	1.5 Observe and maintain client confidentiality in all interactions
2. Provide information on smoking and its effects	2.1 Provide client with information about smoking and its effects relevant to client's individual circumstances and background
	2.2 Promote health benefits to the client of quitting smoking relevant to client's specific individual circumstances and background
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 groups in promoting smoking cessation programs
	3.3 Provide clients with self-help materials
	3.4 Provide referral to telephone counselling and other support services
	3.5 Provide follow-up information as requested by the client

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.

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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

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Assessment Requirements for HLTPOP015 Provide information on smoking and smoking cessation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP403C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- provided at least 3 clients or groups assessed as nicotine dependent with information about smoking and smoking cessation, including promoting benefits of quitting, strategies for smoking cessation and referral services.

Knowledge Evidence

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

- the social, political and economic context of tobacco use in Australian society
- prevalence of smoking in the Australian population, including gender, age and cultural distribution
- cultural and gender factors associated with tobacco use in Australia, including variations in smoking methods and prevalence between culturally and linguistically diverse (CALD) groups and particular demographic groups
- particular problems and needs associated with smoking among special groups, including pregnant and lactating women, adolescents, Aboriginal and Torres Strait Islander people, people with smoking related diseases and people with a mental illness

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- behavioural and pharmacological determinants of smoking behaviour
- barriers to quitting smoking
- basic human anatomy and physiology, particularly the brain, the lungs and the circulatory system as it relates to smoking and its effects
- broad characteristics of the chemical constituents in tobacco smoke
- common behavioural triggers associated with smoking
- common symptoms of nicotine withdrawal and their relationship to physical recovery
- evidence-based key strategies for smoking cessation
- interaction of nicotine with various medications
- internationally accepted definitions of nicotine dependence
- 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
- validated nicotine dependence screening methods
- smoking cessation self-help and support material and referral agencies.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP016 Provide interventions to clients who are nicotine dependent

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP404C

Application

This unit describes the skills and knowledge required to treat and manage 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 pharmacotherapy.

This unit applies to work in a public health context and workers at this level will demonstrate judgement and sensitivity within defined organisational guidelines for the implementation of smoking cessation strategies.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Assess needs of clients who	1.1 Obtain client history to determine smoking habits in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
are nicotine dependent	accordance with organisation policy and procedure
	1.2 Assess nicotine dependence using a validated method
	1.3 Determine smoking cessation treatment based on assessment of client's level of nicotine dependence, stage of change, client history and personal circumstances and background
	1.4 Maintain client records professionally and accurately
	1.5 Maintain client confidentiality in all interactions
2. Implement interventions	2.1 Match intervention to client's personal circumstances and preferences, 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 according to client's individual needs, circumstances and background
	2.5 Identify clients requiring referral to other health professional or agency and action
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
	3.4 Determine options for optimal combination of smoking cessation therapies with client
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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	4.3 Assess risk of relapse
	4.4 Provide behavioural interventions and/or pharmacological advice
	4.5 Identify clients requiring referral to other health professional or agency and action
5. Ensure high standards of professionalism and continuing professional development	5.1 Maintain knowledge of smoking cessation therapies
	5.2 Undertake assessment of work to identify opportunities for improvement and/or development
	5.3 Research developments in smoking cessation practices and apply to improve own practice
	5.4 Maintain ongoing personal professional development and training in smoking cessation

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

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

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Assessment Requirements for HLTPOP016 Provide interventions to clients who are nicotine dependent

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP404C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- followed correct procedures to provide a range of interventions to at least 3 clients who are nicotine dependent including:
  - assessing clients nicotine dependence
  - identifying appropriate intervention for each client
  - monitoring client progress and providing additional support or referrals.

Knowledge Evidence

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

- smoking cessation interventions
- principles and techniques of brief intervention
- contraindications associated with use of nicotine replacement therapies (NRT), including recent cardiac events, unstable angina and pregnancy
- evidence-based key strategies for smoking cessation
- evidence-based aspects of dosage and duration of use of NRT
- intensive counselling techniques suitable for smoking cessation interventions

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- interaction of nicotine with various medications
- interaction of NRT with medications and other drugs, including caffeine, alcohol and insulin
- internationally accepted definitions of nicotine dependence
- validated nicotine dependence screening methods
- 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
- types and use of non-prescription (including NRT) and prescription-only pharmacotherapies
- organisation standards, policies and procedures.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP017 Identify pest control strategies

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP409C

Application

This unit describes the skills and knowledge required to monitor pest problems in the community that could potentially affect the health of householders and community members and identify appropriate methods of control.

This unit applies to work in a public health context and workers at this level will demonstrate judgement and limited responsibility within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes.	*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Identify potential pest problems in the community	1.1 Monitor signs of pest problems in the household and community that could potentially pose a risk to people's health 1.2 Identify environmental conditions contributing to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	problems
	1.3 Discuss potential problems with householders and community members to ascertain the nature and extent of problems
	1.4 Identify type of pest, activity level and location of harbourages
	1.5 Estimate density of infestation from available evidence of pest activity
	1.6 Report findings in accordance with organisation policy and procedure
2. Identify strategies to assist with the control of pests in the community	2.1 Seek information on strategies and methods to control different pests in the community
	2.2 Obtain information on advantages and disadvantages and any obstacles that may exist in relation to various methods
	2.3 Seek additional advice from key people and outside agencies
3. Determine the best form of pest eradication or control methods for the community	3.1 Discuss potential strategies with the organisation, community and relevant others to determine the best course of action
	3.2 Assess options to determine the most effective solutions for the identified problem
	3.3 Develop and implement a work plan in relation to the identified strategies in conjunction with supervisor
	3.4 Identify and action issues requiring referrals to key people and outside agencies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for HLTPOP017 Identify pest control strategies

Modification History

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Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP409C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- identified at least 2 pest problems in the community that could potentially affect the health of householders and community members and developed and implemented a work plan that includes appropriate strategies and methods of control.

Knowledge Evidence

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

- legal and organisation requirements relating to pest control and community needs, including:
  - national, State/Territory and local health policies, goals, targets and priorities relevant to identifying health needs
  - scope of own role and responsibilities
  - other key people or agency responsibilities
  - points of contact to assist with the implementation of strategies which are outside own area of responsibility

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- common pests and rodents found in the area, including mosquitoes, ants, cockroaches and rodents, and the different stages of their lifecycle
- how to set traps
- the links between pests, including rodents and disease transmission
- understanding of the living and breeding places of different pests and the environmental conditions which encourage them to live and breed
- signs of pest and rodent problems
- environmental conditions contributing to pest problems, including:
  - pools of water lying under leaking taps
  - rubbish lying around the yard or community that could potentially become a breeding ground for pests
  - houses with broken or non-existent fly wire screens and doors
  - toilet vents that are not fly proofed
  - bins without tight fitting lids
  - septic tanks that are not sealed, or lids broken
  - toilets that are blocked or broken
  - grass and reeds growing around and in sewage lagoons
  - overflowing drains
  - dead animals and faeces lying around
  - dirty kitchen and food preparation surfaces
  - dirty cupboards
  - household rubbish that is not properly disposed of
  - cracks or crevices in walls or ceilings
- environmental, chemical, biological prevention and control strategies and the advantages and disadvantages of each.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTPOP018 Develop a plan of action to address land care issues in the community

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP311C/HLTPOP412C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to develop a plan of action to address land care issues that could potentially impact on the health status of individuals and community members.

This unit applies to work in a public health context and workers at this level will demonstrate judgement and limited responsibility within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Develop a plan of action to address issues in relation to land care	1.1 Identify strategies to address land care issues that could potentially impact on the health status of individuals and community members 1.2 Identify and discuss potential strategies with the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	organisation, community members and relevant others to determine priorities and the best course of action for the particular issues to be addressed
	1.3 Develop a plan of action in relation to the identified strategies discussed
	1.4 Identify and clarify roles and responsibilities of the organisation, self, the community and other key people and/or outside agencies in relation to the plan
2. Implement plan	2.1 Seek community support for the plan of action
	2.2 Locate resource requirements needed to implement strategies in accordance with established procedures
	2.3 Assist with implementation of the plan of action
	2.4 Identify and implement follow-up procedures
3. Provide feedback on the implementation of the plan	3.1 Assess success of the plan against the plan of action in accordance with job role
	3.2 Report strategies for improvement in accordance with organisation policy and procedure
	3.3 Provide feedback to the organisation, community and relevant others

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

No equivalent unit

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Links

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Assessment Requirements for HLTPOP018 Develop a plan of action to address land care issues in the community

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP311C/HLTPOP412C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- identified at least 2 potential land care issues in the community and developed and implemented a plan of action that includes strategies to deal with each issue, including identifying and communicating with stakeholders through the process.

Knowledge Evidence

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

- legal and organisation requirements relating to land care issues, including:
  - organisation standards, policies and procedures, including:
    - manual handling
    - personal protective equipment
    - use of tools and equipment
  - scope of own role and responsibilities
  - approvals required and process of obtaining approvals
  - referral agencies and procedures
- environmental health strategies and priorities

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- the relationship between land care issues and health
- land care issues and strategies to target the issues that relate, either directly or indirectly, to the possibility of disease transmission and/or health related complaints
- strategies to address specific land care issues, including:
  - necessary requirements to be adhered to when planting tall growing trees close to any power lines
  - ensuring that excessive vegetation growth around sewerage lagoons and in other areas of the community is controlled and maintained
  - planting and maintaining fruit and shade trees in the house yard and community and fruit and shade trees appropriate for the region
  - erecting shelters for shade in places where groups of people tend to gather for meetings or ceremonies
  - obtaining, planting and maintaining bush medicine in the community
  - planting and maintaining trees and shrubs to act as wind breaks against dust in the house yard, general community and outlying areas
  - developing the yard area to reduce the impact of overcrowding and problems with wind-blown dust
  - planting and maintaining appropriate trees around septic tanks to prevent cars from driving over them and collapsing drains or breaking lids.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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HLTPOP019 Apply a population health framework

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP501C

Application

This unit describes the skills and knowledge to support workers to understand and apply the underlying principles and philosophy that must be reflected in all areas of population health work.

This unit applies to work in a public health context and workers at this level will demonstrate judgement and autonomy within broad guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Apply the principles of the population health approach to relevant work	1.1 Identify current and historic concepts of health and its determinants 1.2 Identify key principles involved in a population health approach

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	1.3 Modify work approach to apply key principles of population health
2. Select from a range of change action frameworks that underpin population health work	2.1 Identify relevant population health change action frameworks
	2.2 Match appropriate change action frameworks to population health tasks on the basis of theory and/or past evidence
	2.3 Apply a multi-disciplinary and multi-strategic approach in population health work
3. Collaborate with others	3.1 Identify and assess relevant local, state/territory and national organisations, networks, policies and initiatives supporting population health
	3.2 Identify and examine priority population health issues at the local, State/Territory, national and international levels
	3.3 Determine limitations on actions resulting from legislation and discuss with superiors, peers and other team members
	3.4 Collaborate with colleagues and clarify own role as part of a strategic approach to population health

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

No equivalent unit

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Links

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Assessment Requirements for HLTPOP019 Apply a population health framework

Modification History

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- identified and researched at least 2 priority population health issues relating to a community and identified relevant population health change action frameworks that could be applied, including identifying and modifying at least 2 potential work practices to support strategies and address limitations.

Knowledge Evidence

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

- evidence-based practice
- national, State/Territory and local health policies, goals, targets and priorities and legislative frameworks relevant to the context of the work role
- a broad range of population health issues and priority areas in Australia
- key principles of population health, including:
  - population focus
  - preventive focus with stress on building individual and/or community's capacity to control health determinants for a better quality of life

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  - sensitivity to access and equity issues and health inequalities
  - sensitivity to cultural differences
  - health as a resource for everyday living
  - health as a result of complex interaction among determinants
  - health as a context for power relations with society
  - shared responsibility of health
  - educational-ecological approach
  - evidence-based approach
  - principles of equity and non-discriminatory practice
- models of health, including:
  - medical model
  - salutogenic model
  - social view of health
  - academic and professional
- change action frameworks of population health, including:
  - upstream investment (investment directed at root causes to maximise potential benefits)
  - increased accountability for health outcomes
  - re-orienting health sector
  - capacity building
  - working in partnerships (joint ventures, collaboration, alliances and coalitions)
  - employment of mechanisms to promote community participation
  - public policy development (legislation and regulation, resource allocation and incentives)
  - creation of supportive natural and built environments
  - addressing health inequalities and health inequalities approach
  - personal and social development through provision of information and education for health and enhancement of life skills
- range of population health strategies and application of best practice in population health
- relevant international charters and declarations and documents
- health determinants, including:
  - political factors
  - biological and genetic factors
  - physical environment
  - social factors (social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport and housing)
  - behavioural
  - cultural
  - quality of and access to health services
- theory and practice of population health, including health promotion, and health protection and prevention of communicable and non-communicable diseases

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- types of organisations involved in population health in Australia
- organisation standards, policies and procedures.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTPOP020 Work with the community to identify health needs

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP502C

Application

This unit describes the skills and knowledge required to enable particular communities to define and assess their own health needs.

This unit applies to work in a public health context and workers at this level will demonstrate judgement, sensitivity and autonomy within defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Review literature	1.1 Clearly identify health problem and community being addressed 1.2 Identify and access relevant sources of literature and data 1.3 Review the literature and data to reveal the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	established causes of the health problem, intervention programs and general information about the community
	1.4 Critically appraise information accessed through literature review in terms of reliability and applicability
2. Collect other relevant data to further define community	2.1 Identify relevant types of data required to further define community
	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 community 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 with community regarding the health problem, its causes and appropriate interventions and solutions
	3.2 Implement consultation with community and experts using allocated resources and according to organisation procedures and ethical considerations
	3.3 Document results of consultation in a manner that supports planning, evaluating and duplicating interventions and according to organisation procedures and ethical considerations
4. Work with the community to define and prioritise 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 ongoing capacity of the community to identify their health needs to relevant stakeholders

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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

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

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Assessment Requirements for HLTPOP020 Work with the community to identify health needs

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP502C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- facilitated at least 2 communities to identify, define and prioritise their own health needs including:
  - facilitating consultation between community and experts to identify and review literature and data to determine and understand causes and potential interventions
  - recommending at least 2 activities that would build the ongoing capacity of the community to identify their health needs.

Knowledge Evidence

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

- legal and organisation requirements relating to identifying and assessing the health needs of a community, including:
  - ethical considerations
  - duty of care
  - equity issues in population health
  - evidence-based practice

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  - relevant international charters/declarations and documents
  - national, State/Territory and local health policies, goals, targets and priorities
  - organisation standards, policies and procedures, including scope of own role and responsibilities
  - stakeholders or organisations for collaborative partnerships
- strategies and activities that build the ongoing capacity of the community to identify their health needs
- theory and practice of population health, including health promotion, and health protection and prevention of communicable and non-communicable diseases relating to identifying health needs
- principles and techniques of consultation and participation
- social change and advocacy processes
- difference between and examples of qualitative and quantitative data
- stages of health needs assessment
- types of needs, including:
  - normative need (based on expert opinion)
  - expressed need (based on inferences made from observation of use of health services)
  - comparative need (base on examining the services provided in a similar communities)
  - felt need (based on what members of the community say they need)
- sources of information and processes for critical appraisal of literature
- common health problems of a community and causal pathways, including 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).

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP021 Plan a population health project

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP503C

Application

This unit describes the skills and knowledge required to plan the specifics of a population health project.

Work covers the processes of selecting an appropriate health issue, selecting specific intervention strategies, tailoring strategies to appropriate communities, developing goals and objectives, defining ways of measuring these, identifying required and available resources, identifying appropriate stakeholders and communicating with them to plan the project.

This unit applies to work in a public health context and workers at this level will demonstrate judgement and autonomy within defined guidelines. Workers may be responsible for overseeing the outputs of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Determine scope of project	1.1 Identify the health issue and burden of illness for the project's focus in consultation with key stakeholders
	1.2 Review relevant policies and guidelines to determine scope of the project to address the identified issue
	1.3 Identify current related activities in relation to the issue
2. Develop a process for overseeing plan development	2.1 Establish an advisory group representing stakeholders
	2.2 Timetable advisory group feedback on each stage of the planning process
	2.3 Incorporate feedback where appropriate
3. Select appropriate strategies to achieve identified goals and/or objectives	3.1 Identify project goals and objectives
	3.2 Identify strategies most likely to fulfil project goals and objectives on the basis of available literature and suitability, effectiveness, reach and acceptability to stakeholders and community
	3.3 Sequence activities to be consistent with timeframes and resources available
4. Plan evaluation	4.1 Select an evaluation design that is appropriate to the goals and objectives and resources available
	4.2 Establish measures to collect data on achievement of project goals and objectives
	4.3 Determine methods of monitoring and recording aspects of project implementation
	4.4 Outline proposed evaluation report purpose, format and content on the basis of consultation with stakeholders
5. Plan project budget	5.1 Assess and access sources of project funding
	5.2 Identify, cost and match personnel to meet human resource requirements based on skills and knowledge requirements
	5.3 Identify and cost non-human resources, including meeting rooms, information resources and training materials
	5.4 Calculate total cost of implementing project plan

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
6. Ensure resources required are prepared and/or ready for use	6.1 Develop and/or source resources for project and test to ensure acceptability and suitability to the needs of the community
	6.2 Brief staff or individuals involved in the project on program rationale, procedures and roles
	6.3 Support staff or individuals to develop the skills required for the fulfilment of project outcomes
	6.4 Develop a plan for documenting and disseminating results to relevant stakeholders
7. Finalise project plan	7.1 Document project plan in accordance with organisation requirements
	7.2 Disseminate plan to relevant parties for feedback
	7.3 Make adjustments to plan based on feedback
	7.4 Finalise plan and obtain relevant approvals

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

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

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Assessment Requirements for HLTPOP021 Plan a population health project

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP503C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- developed and documented at least 2 population health project plans that each address a different health issue including the determination of:
  - scope, goals, objectives and strategies
  - resources, timeframes and budgetary requirements
  - evaluation scope, purpose, method and measures
  - process for disseminating and obtaining approvals.

Knowledge Evidence

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

- legal and organisation requirements relating to planning a population health project, including:
  - equity issues in population health
  - evidence-based practice
  - social change and advocacy processes

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  - relevant international charters and/or declarations and documents
  - national, State/Territory and local health policies, goals, targets and priorities
  - organisation standards, policies and procedures, including scope of own role and responsibilities
- project planning principals and models
- stages in population health project planning
- aspects of population health project planning, including communication strategies, quality assurance and budgeting
- theory and fields of population health, including:
  - health promotion
  - environmental health
  - communicable diseases
  - health risk management and assessment
- methods of monitoring and recording aspects of project implementation, including reach and/or exposure, acceptability and/or satisfaction and quality of materials
- consultation and participation techniques.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP022 Evaluate a population health project

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP504C

Application

This unit describes the skills and knowledge required to evaluate a population health project against an existing project plan.

This unit applies to work in a public health context and workers at this level will demonstrate judgement and autonomy within defined guidelines. Workers may be responsible for overseeing the outputs of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.
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 1.2 Regularly review results of monitoring to allow any problems and opportunities to be addressed

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.
2. Evaluate a population health project	2.1 Collect data to measure achievement of project goals and objectives as outlined in the project evaluation plan
	2.2 Interpret data to identify findings in relation to project outcomes
3. Report on the outcome of a population health project	3.1 Identify evaluation report purpose, content and format requirements from the project evaluation plan
	3.2 Prepare report on the findings of the evaluation process
	3.3 Disseminate report to stakeholders in accordance with the project plan

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

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

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Assessment Requirements for HLTPOP022 Evaluate a population health project

Modification History

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- conducted an evaluation of at least 2 population health projects against existing project plans, including documenting and disseminating an evaluation report in accordance with project plan.

Knowledge Evidence

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

- legal and organisation requirements relating to evaluating a population health project, including:
  - equity issues in population health
  - evidence-based practice
  - social change and advocacy processes
  - relevant international charters and/or declarations and documents
  - national, State/Territory and local health policies, goals, targets and priorities
  - organisation standards, policies and procedures, including scope of own role and responsibilities

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- project management aspects, including:
  - overview of the stages in population health project planning and evaluation
  - evaluation measures and design
  - quality assurance
  - appropriate reporting formats
- different levels of evaluation, including:
  - process evaluation
  - impact evaluation
  - outcome evaluation.

Assessment Conditions

Skills must have been 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 project plan and project evaluation plan
- modelling of standard industry operating conditions and contingencies.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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

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HLTPOP023 Build capacity to promote health

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP505C

Application

This unit describes the skills and knowledge required to build capacity to promote health among individuals, communities, organisations and coalitions. Work focuses on the ability to develop infrastructure, enhance sustainability and foster problem solving capabilities at an individual, team or organisation level.

This unit applies to work in a public health context and workers at this level will demonstrate judgement and autonomy within defined guidelines. Workers may be responsible for overseeing the outputs of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Assess existing capacity for change	1.1 Examine the context within which the program sits and identify pre-existing capacities to support change

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	1.2 Assess own ability to influence and achieve change
2. Clarify intended outcome	2.1 Identify the key action areas of capacity building that are to be addressed
	2.2 Set goals and objectives that are specific, measurable and achievable and in line with principles of effective capacity building
3. Select and implement appropriate capacity building strategy	3.1 Identify and select strategies in consultation with relevant stakeholders and community
	3.2 Implement strategies according to relevant legislation, organisation policy or procedure and ethical considerations
4. Evaluate effectiveness of selected strategy	4.1 Monitor and document results of implementation of capacity building strategies
	4.2 Evaluate success of capacity building strategies against goals using existing tools

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

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

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Assessment Requirements for HLTPOP023 Build capacity to promote health

Modification History

Release	Comments
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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- developed, implemented, monitored and evaluated at least 3 separate strategies to build the capacity to promote health at each of the following levels:
  - individual
  - team
  - organisation.

Knowledge Evidence

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

- roles and responsibilities of relevant agencies, legal and organisational considerations relating to developed, implemented, monitored and evaluated strategies, including:
  - equity issues in population health
  - evidence-based practice
  - social change and advocacy processes
  - relevant international charters and/or declarations and documents

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  - national, State/Territory and local health policies, goals, targets and priorities
  - organisation standards, policies and procedures, including scope of own role and responsibilities
- theory of capacity building and examples of current strategies
- dimensions of capacity building:
  - development of infrastructure
  - enhancement of program sustainability
  - fostering problem solving capabilities
- principles of effective capacity building practice, including:
  - respecting and valuing pre-existing capacities
  - developing mutual trust
  - being responsive to context within which capacity building program sits
  - avoiding pre-packaged ideas and strategies
- key action areas of capacity building, including:
  - organisational development
  - workforce development
  - resource allocation
  - partnerships
  - leadership
- examples of pre-existing capacities, including:
  - skills
  - structures
  - partnerships
  - resources.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTPOP024 Develop a disaster plan

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP523C

Application

This unit describes the skills and knowledge required to develop a plan which sets out the roles and responsibilities of workers and others in the community, for responding to a disaster. This plan will be developed in consultation with other relevant agencies and key people.

This unit applies to work in a public health context and workers at this level are required to apply judgement within broad guidelines and take responsibility for their own outputs. Workers may be responsible for overseeing the outputs of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Determine framework for creating a disaster plan	1.1 Identify and review existing disaster plans of the organisation 1.2 Identify and document government policies which

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	affect the organisation's response to a disaster
	1.3 Identify legislative and statutory requirements impacting on the disaster plan
	1.4 Consult with local, State/Territory and federal government agencies as required to identify and determine roles and responsibilities in the disaster plan
2. Identify and liaise with appropriate community organisations	2.1 Identify community organisations to be involved in a disaster plan and develop an information database
	2.2 Establish contact through a variety of communication strategies
	2.3 Identify restrictions to effective liaison and develop processes to promote communication with other agencies
	2.4 Consult with identified community organisations to identify and determine roles and responsibilities in the disaster plan
3. Incorporate local requirements for disaster planning and relief into a plan	3.1 Collect information on local requirements and resources from key people and organisations
	3.2 Identify and determine availability of resourcing requirements for a disaster plan response
	3.3 Develop plan in accordance with organisation policy and relevant legislation requirements
	3.4 Establish parameters for reviewing and evaluating plan
	3.5 Develop a communications strategy to promote the disaster plan to local community, government and other agencies
	3.6 Implement the communications strategy
4. Identify and train volunteers	4.1 Determine roles within the disaster plan performed by volunteers and clarify responsibilities involved
	4.2 Invite individuals and organisations to take up roles as part of the disaster plan
	4.3 Establish training requirements for volunteers to understand the disaster plan and perform their role
	4.4 Develop a training program and schedule

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
	4.5 Deliver training to volunteers
	4.6 Evaluate and adjust training in accordance with disaster plan modifications

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

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

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Assessment Requirements for HLTPOP024 Develop a disaster plan

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minor changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence. Supersedes HLTPOP523C

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- developed at least 1 disaster plan in consultation with key stakeholders to respond to at least 3 different types of disasters
- identified and delivered training requirements for volunteers involved in the implementation of the plan.

Knowledge Evidence

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

- types of disasters including:
  - floods
  - cyclones
  - nuclear
  - fires
  - riots
  - earthquakes

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- disaster plans and planning strategies and processes
- community networks
- community views on disaster management
- existing community disaster plans
- legislation relating to disaster management
- local disaster planning processes and networks
- local resources, suppliers and tradespeople
- project development
- relevant Commonwealth, State/Territory and local government policies and guidelines
- policies, protocols and procedures of the organisation
- stakeholder consultation and participation principles and techniques
- local networks and community organisations, including:
  - State or Territory health departments
  - police and other emergency services
  - social security
  - local government
  - non-government organisations
  - service providers
  - community groups.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTREF001 Develop reflexology practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to establish the foundations of reflexology practice, evaluate what makes a sustainable practice and then to develop an approach to own practice.

This unit applies to any reflexologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish foundations of reflexology practice	1.1 Identify, access and interpret information about the central philosophies and history of reflexology and zone therapy 1.2 Evaluate the reflexology system of treatment and its application to current health issues 1.3 Investigate different reflexology styles and their application

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Compare and contrast reflexology, other areas of complementary health modalities and broader health practice
2. Represent the reflexology framework	2.1 Determine information needs of different individuals and groups
	2.2 Identify key messages that represent the philosophy and practice of reflexology
	2.3 Communicate information about reflexology at level of depth appropriate to audience needs
3. Determine requirements for sustainable practice	3.1 Identify key issues that affect the development and sustainability of professional practice
	3.2 Identify economic, environmental, human and social considerations, and their impact on professional practice
	3.3 Access, interpret and collate current information that supports professional practice
4. Develop approach to own practice	4.1 Reflect on professional goals and aspirations
	4.2 Identify and assess professional opportunities in reflexology
	4.3 Reflect on the opportunities and constraints of individual personal circumstances
	4.4 Make decisions about overall practice direction, based on reflection and research
	4.5 Develop practical strategies to address own practice goals

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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

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

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Assessment Requirements for HLTREF001 Develop reflexology practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 critical thinking skills to:
  - review and reflect on information from a range of sources about reflexology practice
  - evaluate and articulate requirements for sustainable reflexology practice
- communicated key messages about reflexology to meet the information needs of at least 3 different individuals or groups
- developed goals for own practice that reflect the values and philosophies of reflexology

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:

- philosophies and principles of reflexology and zone therapy:
  - historical development of reflexology
  - philosophical tradition of western and eastern body therapies
  - foot and hand system of treatment
  - different types of reflexology treatments and their key features and purpose
- key features of complementary therapies used in conjunction with reflexology, including:
  - acupuncture/acupressure

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  - bowen/emmet
  - osteopathy
  - flower essences
  - homoeopathy
  - aromatherapy
  - remedial massage
  - Traditional Chinese Medicine
  - naturopathy
  - kinesiology
  - shiatsu
- key features of allied health services and their relationship to reflexology, including:
  - chiropractory
  - podiatry
  - dietetics and nutrition
  - occupational therapy
  - physiotherapy
- place of reflexology practice in the broader health care system, including:
  - nursing facilities
  - hospitals
  - corporate business
  - community care
  - multi-modality
  - leisure and fitness facilities
  - women's health centres
- features and differences of allopathic and naturopathic approaches to health and health treatments
- professional reflexology networks and industry bodies
- different models of professional reflexology practice and their key features:
  - sole practitioners
  - shared clinics
  - employment opportunities
- components of sustainable practice:
  - economic – opportunities and viability
  - environmental
  - human – personal health, professional development
  - social responsibility
- legal and ethical considerations (national and state/territory) and how these are applied in individual practice:
  - children in the workplace
  - codes of conduct

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- continuing professional education
- discrimination
- dignity of risk
- duty of care
- human rights
- informed consent
- insurance requirements
- mandatory reporting
- practitioner/client boundaries
- privacy, confidentiality and disclosure
- records management
- work role boundaries – responsibilities and limitations
- work health and safety

Assessment Conditions

Skills must have been 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
- modelling of industry operating conditions and contingencies

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTREF002 Provide reflexology for relaxation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to gather client information, prepare equipment for reflexology, make observations of the feet and then select and use basic reflexology techniques and sequences based on information and observations.

This unit applies to individuals who provide reflexology relaxation sessions either as part of their work as a dedicated reflexologist or in conjunction with other treatment modalities. It does not include reflexology for therapeutic purposes.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for treatment	1.1 Collect pertinent information regarding client's general health and foot observations 1.2 Review information and use to inform treatment 1.3 Manage information in a confidential and secure manner 1.4 Access and organise appropriate equipment and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	materials for treatment
	1.5 Prepare the client for treatment with appropriate draping, and confirm comfort levels
	1.6 Clearly explain the process of a reflexology treatment to the client
	1.7 Advise client of possible physical or emotional reactions both during and after treatment
2. Make feet and hand observations	2.1 Assess and accurately record physical details of feet
	2.2 Relate physical condition of feet to client information collected and incorporate into treatment approach
	2.3 Observe and record precautions/contra-indications to reflexology and incorporate into treatment approach
3. Select and use reflexology techniques and sequences	3.1 Hold and support feet adequately during treatment
	3.2 Use thumb and finger techniques suited to client health status, age, tissue condition and sensitivity
	3.3 Apply leverage and pressure as required by selected techniques
	3.4 Follow sequences to work all reflexes on both feet and relate to hands, depending on client needs
	3.5 Recognise reactions to treatment and provide appropriate response
4. Finalise treatment and advise client	4.1 End the treatment using appropriate protocols
	4.2 Provide client with information on recommended follow up activities
	4.3 Recognise situations where medical advice is required and advise clients to seek that advice

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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

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

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Assessment Requirements for HLTREF002 Provide reflexology for relaxation

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 relaxation reflexology to at least 4 different people, selecting reflexology techniques based on sound assessment of the feet:
  - evaluated and responded appropriately to skin and structural abnormalities
  - used techniques and sequences within scope of reflexology thumb and finger 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:

- principles of reflexology and zone therapy:
  - historical development of reflexology
  - foot and hand system of treatment
- legal and ethical considerations (national and state/territory) for providing relaxation reflexology:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management

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    - work role boundaries:
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- client information required prior to relaxation treatment
- protocols for conducting reflexology sessions in relation to:
    - environment
    - equipment
    - client privacy
    - responding to client instructions
    - rituals
- key features of the reflexology map of hands and feet
- factors to consider in foot observation and how to respond:
    - overall appearance
    - signs of bacterial or viral infection
    - signs of keratosis, swelling, colour changes and other skin anomalies
    - signs of structural abnormalities
- precautions to be taken in reflexology for relaxation
- signs of structural abnormalities, conditions on which to work lightly, often or for a short time
- reflexology relaxation techniques and how to apply them:
    - diaphragm relaxer
    - spinal twist
    - toe rotation
    - metatarsal kneading
    - back and forth
    - ankle loosening
- reflexology techniques and sequences and how to apply them:
    - thumb and finger walking
    - microrotation with thumbs and fingers
    - hook in and back up
    - palpating
- use of leverage in reflexology and its appropriate use
- holding and supporting techniques
- factors that affect the level of pressure applied
- basic structure and function of systems and regions of the body and their respective reflexes, including:
    - cardiovascular system
    - immune/lymphatic system
    - endocrine system

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- nervous system
- reproductive system
- respiratory system
- muscular system
- articular system
- skeletal system
- digestive system
- urinary systems

Assessment Conditions

Skills must have been 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:
  - client and practitioner's seating
  - talc/cream/lotion
  - draping material
  - cleaning equipment
- modelling of industry operating conditions, including provision of services to the general public

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTREF003 Perform reflexology health assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to assess the therapeutic needs of clients through the lens of a reflexology diagnostic framework. It requires the ability to gather client information, perform a physical assessment and bring information together to develop a reflexology treatment plan.

This unit applies to reflexologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client needs	1.1 Explore and clarify client expectations 1.2 Provide clear information about scope and limits of services to be provided 1.3 Collect an accurate, relevant and organised health record and document in a form which can be interpreted

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	readily by other professionals
	1.4 Recognise needs that are beyond scope of own practice and make referrals to other health care professionals as required
	1.5 Identify and respond to any barriers to information gathering and assessment
	1.6 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions
	1.7 Manage information in a confidential and secure way
2. Make a physical assessment of the feet	2.1 Provide information about the physical assessment and obtain client consent to proceed
	2.2 Follow clinical and practitioner hygiene procedures
	2.3 Seek client feedback on comfort levels
	2.4 Assess client through both visual and tactile observation of the feet
	2.5 Identify and assess skin conditions for incorporation into the treatment plan
	2.6 Accurately record physical observations of the feet
3. Develop treatment plan	3.1 Correlate results of physical assessment and structural abnormalities of the feet with case history
	3.2 Frame the analysis of information through the integration of western and eastern medical models and reflexology philosophy
	3.3 Identify pre-requisites or contraindications to treatment
	3.4 Select methodologies and treatments considering frequency, length and number of treatments based on outcomes of health assessment
	3.5 Use professional judgement to draw substantiated conclusions about treatment needs
	3.6 Establish expected treatment outcomes based on the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	reflexology framework and evidence
	3.7 Accurately document proposed treatment plan
4. Confirm assessment and treatment plan with client	4.1 Discuss assessment, its implications and rationale for treatment with the client
	4.2 Assign and agree treatment priorities and expectations in consultation with the client
	4.3 Schedule times and session lengths suited to the required techniques and sequences
	4.4 Respond to client questions using language the client understands
	4.5 Discuss referral and collaborative options with the client 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

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

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Assessment Requirements for HLTREF003 Perform reflexology health assessments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 120 hours of reflexology client consultation work
- prepared for and managed at least 60 reflexology assessments - clients must include males and females from different stages of life with varied presentations
- interpreted health and wellness using the reflexology framework and the following assessment techniques
  - touch
  - visual observation
  - listening skills
- interacted effectively with clients:
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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:

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- legal and ethical considerations (national and state/territory) for client assessment and treatment planning:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - working role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- referral options for practitioners:
  - professional health services including complementary health modalities
  - community resources and support services
  - types and availability of further medical testing
- factors and barriers that may impact on assessment, including:
  - physical
  - psychological
  - cultural
- factors that affect individual health status, including:
  - age
  - constitution
  - lifestyle
  - diet
  - personal and medical history
  - values and attitudes
  - balance of rest and activity
  - physical environment
  - social environment
- client information required for assessment and the scope and depth of information needed around:
  - client objectives and expectations
  - client history and its components
  - client current state of health
  - signs and symptoms:
    - onset
    - duration
    - location

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    - quality and severity
    - non-verbal
- different ways that signs and symptoms of conditions present:
    - physical
    - psychological
    - social
    - spiritual
- features of signs and symptoms, including:
    - normal tissue texture, flexibility and colour
    - anatomical structure of the feet and hands
    - biomechanical abnormalities
    - common ailments of feet and hands
    - meridian pathways and related ailments
- principles and philosophy of reflexology assessment framework:
    - tender reflexes
    - numbness
    - swelling
    - tension
    - pressure variation suitable to the client
    - work lightly, often and for a short time when client is very ill, young or elderly
    - work less rather than more initially
    - non-verbal feedback – facial expressions and body movements in response to touch
    - verbal feedback
- reflexology diagnostic techniques and considerations:
    - pain sensitivity
    - client tolerance to technique and length of session
    - palpation
    - pressure application
- possible reactions, contra-indications to treatment and/or limitations for assessment:
    - broken bones, severe bruising or sprains in feet and/or hands
    - undiagnosed skin conditions
    - tinea or other infectious conditions
- links between presenting ailments, regions and systems of the body and the condition of the associated reflexes
- common disease states of each body system
- treatment planning techniques and considerations

Assessment Conditions

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

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- use of suitable facilities, equipment and resources, including:
  - health assessment/client consultation forms
  - client and practitioners seating
  - talc/cream/lotion
  - draping material
  - cleaning equipment
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 40 of the 120 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a reflexologist providing services to the general public
- hold practising membership of an Australian professional body that represents reflexologists

Links

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

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HLTREF004 Provide therapeutic reflexology treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to prepare for and provide therapeutic reflexology treatments based on the outcomes of an existing health assessment and treatment plan.

This unit applies to reflexologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare client for treatment	1.1 Interpret treatment plan and clearly outline how the treatment will be provided and managed 1.2 Explain factors which may interfere with the effectiveness of the treatment 1.3 Inform and advise client about possible physical or emotional reactions during and following a session

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Follow established protocols to physically prepare the client for treatment
	1.5 Confirm client consent for treatment
2. Apply therapeutic reflexology and relaxation techniques	2.1 Select and use relaxation techniques that best prepare the client for treatment
	2.2 Use reflexology techniques targeted to required body systems and the relevant reflex areas
	2.3 Use and adjust leverage and pressure based on assessment indications and client tolerance
	2.4 Use and adjust holding and supporting techniques during treatment to achieve optimum effect
	2.5 Follow and complete sequences that target areas of therapeutic need
	2.6 Consider general health of the client, tissue condition, age, health and sensitivity
	2.7 Maintain client-focussed attention during treatment
	2.8 Recognise reactions to treatment and respond promptly as required
3. Provide advice and resources to the client	3.1 Educate client in relevant and practical techniques that support the treatment plan
	3.2 Answer client queries with clarity and using language that the client understands
	3.3 Provide clear information on techniques being used, their therapeutic benefits and the underpinning philosophy
	3.4 Use honesty and integrity when explaining treatment plans, schedules and recommendations to client
	3.5 Promote client independence and responsibility in treatment and encourage reflexology self treatment when appropriate
	3.6 Discuss and agree on evaluation strategies
	3.7 Accurately document treatment provided and details

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	of client communications

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

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

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Assessment Requirements for HLTREF004 Provide therapeutic reflexology treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 120 hours of reflexology client consultation work
- prepared for and managed at least 60 therapeutic reflexology treatments - clients must include males and females from different stages of life with varied presentations
- used each of the following relaxation techniques on multiple occasions:
  - stroking and effleurage
  - friction - light and deep
  - holding
  - breathing
  - knuckling
  - rotation and loosening
  - stretching
  - kneading
  - twisting and wringing
  - diaphragm relaxer
  - spinal twist
  - toe rotation

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- used each of the following therapeutic techniques on multiple occasions:
  - thumb and finger walking
  - microrotation with thumbs and fingers
  - sedating - light or deep
  - hook in and back up
  - palpating

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:

- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - working role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- different reflexology frameworks, systems and techniques:
  - philosophy of system
  - key techniques used
  - variations in maps of the feet and hands
  - interrelationships between frameworks
- reflexology relaxation techniques and how to apply them
- reflexology techniques and how to apply them:
  - thumb and finger walking
  - microrotation with thumbs and fingers
  - sedating - light or deep
  - hook in and back up
  - palpating
  - holding/balancing
- specific reflexology systems and how they are used, including:
  - Ingham
  - Asian/Chinese

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  - Universal
  - Dougans
  - hands
  - ears
  - face
  - meridians/acupressure points
  - Brazilian toe hold
  - maternity
  - biomechanics/mobilisation
- potential reactions during treatment and how to respond:
  - discomfort
  - emotional reactions
  - feedback - verbal, tactile, visual
  - muscular spasms
  - body temperature discomfort
  - deep relaxation
- potential reactions following treatment and appropriate client advice:
  - increased urination
  - slight headache, nausea, malaise
  - increased bowel symptoms
  - temporary exacerbation of symptoms
- documentation requirements for recording treatment details
- detailed structure and physiological function of all anatomical systems and regions of the body
- common disease states and functional problems of each body system
- relationship of reflexes and energy centres on the feet and hands and the functioning of each body system

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - client and practitioner’s seating
  - talc/cream/lotion
  - draping material
  - cleaning equipment
- modelling of industry operating conditions, including provision of services to the general public

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- clinic supervision by a person who meets the assessor requirements outlined below for at least 40 of the 120 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors**.**

In addition, assessors must:

- have at least 3 years current clinical experience working as a reflexologist providing services to the general public
- hold practising membership of an Australian professional body that represents reflexologists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTREF005 Adapt reflexology treatments to meet specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to adapt assessment and treatment strategies to meet the needs of clients of different genders and at different stages of life. It also includes the requirement to be able to identify and respond to other specific needs with which the practitioner may be unfamiliar.

This unit applies to reflexologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Adapt assessment and treatment strategies to stages of life	1.1 Anticipate and take account of varying potential client sensitivities to ensure client dignity is maintained 1.2 Tailor assessment and treatment approaches that take account of different cognitive abilities of clients at different stages of life 1.3 Use reflexology techniques and pressure application

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	that take account of client needs at different stages of life
	1.4 Recognise norms and deviations associated with age and gender
	1.5 Obtain appropriate consents from others when appropriate
2. Respond to unfamiliar presentations	2.1 Recognise situations where presenting cases or aspects of presenting cases fall outside current knowledge base or expertise
	2.2 Refer client to other practitioners when case is not appropriate to own scope of practice
	2.3 When appropriate to continue with the case, identify, access and interpret sources of additional information and advice
	2.4 Enhance own capacity to deal with unfamiliar cases by conducting case specific research
	2.5 Integrate findings into client treatment plans and record details
3. Extend and expand own knowledge base	3.1 Pro-actively identify and respond to professional development opportunities
	3.2 Develop and adjust work practices as part of ongoing practice development

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.

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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

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Assessment Requirements for HLTREF005 Adapt reflexology treatments to meet specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 the activities outlined in the performance criteria of this unit during a period of at least 120 hours of reflexology client consultation work
- effectively adapted communication, assessment and treatment strategies to meet client needs
- managed at least 60 reflexology assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- conducted case specific research for at least 3 cases, where key aspects of the condition are not known to the candidate
-

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:

- legal and ethical considerations (national and state/territory) for working with specific groups:
  - children in the workplace
  - codes of conduct

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    - discrimination:
        - age
        - disability
        - racial
        - sex
    - duty of care
    - informed consent
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries:
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- treatment management factors that must be considered for clients of different genders and at different stages of life:
    - case taking
    - variations in approach to physical contact
- major developmental milestones for different stages of life
- features of common health conditions that affect the following groups and how those conditions are assessed and treated in the reflexology framework:
    - children
    - adolescents
    - adult females at different stages of life:
        - maternity
        - endocrine imbalance
        - fertility
        - menstrual difficulties
    - adult males at different stages of life
- factors for consideration when providing any form of palliative care
- professional responsibilities when presenting cases that fall outside of practitioner's current scope, including:
    - when referral is appropriate or required
    - information and advice sources
    - case research techniques

Assessment Conditions

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

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- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - private consultation area
  - massage table or reflexology chair
  - towels/sheets for draping
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 40 of the 120 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTREF006 Monitor and evaluate reflexology treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to monitor and evaluate therapeutic reflexology treatments, both from an individual client and whole of practice perspective.

This unit applies to reflexologists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate client progress	1.1 Seek client feedback about treatment impacts and compliance with the treatment plan 1.2 Make own observations and assessment of client changes based on reflexology framework 1.3 Evaluate treatment impacts in relation to client's physical, mental, spiritual and emotional wellbeing

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Compare changes and improvements with expectations in the treatment plan, existing research and evidence from own practice
	1.5 Seek additional information from clients when progress suggests this is needed
	1.6 Accurately document progress in client treatment plan
2. Adjust treatment based on evaluation	2.1 Determine the need for adjustment to treatment plan based on evaluation of client progress
	2.2 Identify and respond to factors that may be inhibiting client progress
	2.3 Adjust treatment plans based on outcomes and sources of research or evidence that support reflexology practice
	2.4 Accurately document any adjustments to treatment plans
3. Develop practice from client evaluation	3.1 Review progress of clients in context of own individual practice
	3.2 Identify areas of own practice for further research or development to support client outcomes
	3.3 Pro-actively seek and respond to professional development opportunities

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.

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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

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Assessment Requirements for HLTREF006 Monitor and evaluate reflexology treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 120 hours of client consultation work
- managed at least 60 therapeutic reflexology assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- monitored and evaluated reflexology treatments provided to at least 5 different clients with at least 3 treatments per client

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:

- legal and ethical considerations (national and state/territory) for monitoring and evaluation:
  - children in the workplace
  - codes of conduct
  - duty of care
  - informed consent

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    - mandatory reporting
    - practitioner / client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- types of criteria by which reflexology treatments are evaluated
- methods of monitoring treatment progress
    - re-assessment
    - client feedback
- barriers to therapeutic progress and ways to respond within a reflexology framework
- expectations of treatment for different conditions and client groups, and factors that impact on those expectations:
    - client history
    - contraindications
    - compliance
    - interactions with other treatments
    - client general health
    - presenting condition
- sources of research and evidence that support reflexology practice
- principles underpinning continuation or variation of treatment
- professional development opportunities in reflexology

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - client information – case history, treatment plan
    - client and practitioner's seating
    - talc/cream/lotion
    - draping material
    - cleaning equipment
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 40 of the 120 hours of client consultation work

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a reflexologist providing services to the general public
- hold practising membership of an Australian professional body that represents reflexologists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTRNL001 Support a person with chronic kidney disease

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removed pre-requisites. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTRNL601C

Application

This unit describes the skills and knowledge required to provide supportive care of a person with chronic kidney disease including advance care planning.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurse, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements; and to Aboriginal and/or Torres Strait Islander health work carried out under direct or indirect supervisory arrangements of a registered nurse or medical practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess impact of chronic kidney disease (CKD) on the person and their educational needs	1.1 Maintain current knowledge of CKD and associated pathophysiology and apply to each clinical manifestation 1.2 Identify common problems and complications associated with CKD and focus on the person's specific

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	contributing factors when assessing impact on that person
	1.3 Discuss with the person the psychosocial impact of CKD on their activities of daily living
	1.4 Ascertain and respect person person's needs related to their lifestyle, social context and emotional and spiritual choices
	1.5 Communicate effectively with the person, family or carer and members of the interdisciplinary health care team
	1.6 Clarify the educational needs of the person in terms of stages of the disease, required care and self-management strategies
	1.7 Provide support to the person, family or carer in an open and non-judgemental way and within scope of own work role and responsibilities, to ensure they have the freedom to discuss spiritual and cultural issues related to the impacts of CKD
2. Contribute to providing education to the person with CKD	2.1 Provide information and resources to the person, family or carer on the aetiology and pathophysiology of the stages of CKD, within scope of work role and responsibilities
	2.2 Update own knowledge and provide the person with relevant information to assist in maintaining their health status and slowing disease progression
	2.3 Provide information and support to the person to assist them to establish and maintain an appropriate diet
	2.4 Provide the person with access to appropriate health education resources on CKD and renal replacement therapy
	2.5 Support the person to access information about treatment options in different stages of the disease, so that they can make informed treatment choices
	2.6 Communicate effectively with the person, family or carer to clarify the person's needs related to care, including end-of-life discussion, and refer the person to appropriate members of the interdisciplinary health care

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	team
	2.7 Contribute to advance care planning or directives in consultation with the interdisciplinary health care team to identify and meet the changing needs of the person, and changes in advance care planning or directives
3. Contribute to determining the health status of the person with CKD	3.1 Perform holistic primary health care assessment of the person in consultation and collaboration with the registered nurse
	3.2 Monitor health status of the person to identify disease progression and report changes, referring the person to others where appropriate within scope of work role and organisation policy and procedures
	3.3 Identify possible psychosocial impacts of CKD in discussions with the person and, if required and within scope of work role and organisation policy and procedures, refer the person, family or carer for counselling or assistance
	3.4 Assess the psychosocial impact of palliative care on the person’s family or carer
	3.5 Consult with the interdisciplinary health care team to contribute to effective care planning for the person with CKD
4. Assist the person to develop self-management strategies	4.1 Identify opportunities for the person to self-manage various clinical manifestations and common problems and complications associated with CKD
	4.2 Assist the person to adhere to care management strategies and their medical management regime for CKD to maintain optimal health

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTRNL001 Support a person with chronic kidney disease

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removed pre-requisites. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Minimal change to knowledge evidence. Supersedes HLTRNL601C

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 nursing care plans for 3 people with chronic kidney disease (CKD) in consultation and collaboration with interdisciplinary team in the workplace
- provided follow-up care or 3 people with CKD, evaluating their health status and providing relevant health information to meet individual needs in consultation and collaboration with interdisciplinary team in the workplace or in a simulated environment.

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:

- applied anatomy and physiology of the renal system and clinical manifestations and associated pathophysiology of acute kidney injury (AKI) and Stages 1 to 5 of CKD
- 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
- CKD conditions including risk factors:
  - diabetic nephropathy
  - glomerulonephritis
  - hypertensive nephropathy

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  - polycystic kidney disease
  - reflux nephropathy
  - kidney stones
- clinical manifestations of CKD including:
  - hypertension
  - anaemia
  - bone disease
  - cardiovascular disease
  - impaired immunity
  - electrolyte imbalance
  - fluid imbalance
- complications and impact of CKD including:
  - uraemic breath
  - unusual or metallic taste
  - anorexia
  - nausea and vomiting
  - lethargy
  - change in urination
  - confusion
  - pain
  - increase in depression
  - stages in grief and loss
  - sexual dysfunction
  - general malaise
  - cardiovascular events
  - infections
  - uraemic frost
  - pruritus
  - restless leg syndrome
- screening and prevention of CKD
- immunity and the importance of vaccinations
- changing educational needs of the person as CKD progresses
- assessment of renal function and diagnostic procedures including:
  - common pathology tests to diagnose and monitor CKD and their interpretation
  - interventional and investigational procedures used in the diagnosis and the management of CKD
- management of CKD including:
  - factors that can slow the progression and changes across the continuum of CKD
  - management principles for various clinical manifestations of CKD and associated co-morbidities

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  - meaning and interpretation of health check results for a person with CKD
  - medicines in common use in health management of a person with CKD including basic mechanism of action, precautions, contraindications and side effects
  - nutritional considerations for a person with CKD
- treatment options (including theory, terminology, procedures, risks and benefits) for a person with CKD including renal replacement therapies such as peritoneal dialysis (PD) and haemodialysis (HD)
- psychosocial impacts
- social needs:
  - disability support
  - family support
  - transport to appointments
  - accommodation
- relevant organisations associated with palliative care and advance care planning
- self-management strategies for a person with CKD, including knowledge the person requires and ways to foster a lifelong 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
  - cardiovascular disease care
  - dental care
  - optometry and ophthalmic care
  - skin care.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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HLTRNL002 Provide care and support to a person undergoing renal replacement therapy

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training* Package *release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged with HLTRNL602C/HLTRNL603C/HLTRNL604C. Removed pre-requisites. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide care and support to a person in a health or community setting undergoing renal replacement therapy including peritoneal dialysis and haemodialysis.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurse, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements; and to Aboriginal and/or Torres Strait Islander health work carried out under direct or indirect supervisory arrangements of a registered nurse or medical practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish therapeutic relationship with the person to support self-management of	1.1 Perform an assessment of the person to establish their cognitive ability to support self-management of renal replacement therapy

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
renal replacement therapy	1.2 Provide the person, family or carer with the opportunity to ask questions and discuss areas of concern 1.3 Ask the person questions clearly in an appropriate manner, level and pace, and in a way that encourages the person to provide full answers 1.4 Assist and empower the person to self-manage their renal replacement therapy, and provide feedback and education as required 1.5 Recognise and respond appropriately within scope of work role to identified actual and potential problems of the person's proposed renal replacement therapy, and report outcomes to interdisciplinary health care team 1.6 Incorporate referral to community services into advance care planning strategies in consultation and collaboration with interdisciplinary health care team
2. Assess physical health status of a person undergoing dialysis	2.1 Perform a pre-dialysis assessment of the person and report outcomes to interdisciplinary health care team in accordance with scope of work role and organisation policies and procedures 2.2 Examine the person's vascular access for haemodialysis or catheter and exit site for peritoneal dialysis to identify actual and potential problems 2.3 Obtain specimen swab from the person's vascular access site or catheter site if necessary, according to organisation policies and procedures, and send specimen for microbiological analysis 2.4 Identify any significant physical health issues for the person in relation to dialysis prescription and any requirement for adjustments, and report to other members of the interdisciplinary health care team 2.5 Recognise and refer actual and potential problems related to variations from the person's normal health status to interdisciplinary health care team
3. Assist the person in self-care management of peritoneal	3.1 Review the person's understanding of the procedure in accordance with legal requirements and organisation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
dialysis treatment	policies and procedures 3.2 Assess the person's self-care strategies 3.3 Appraise the person's technique for dressing exit site and provide effective education as required 3.4 Assist the person as necessary with their peritoneal dialysis exchange technique in accordance with organisation policies and procedures and infection control guidelines 3.5 Monitor the person during treatment within scope of work role and within organisation policies and procedures 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 policy and procedures, and send specimen for microbiological analysis 3.9 Assess the person's response to treatment, and document and report outcomes to interdisciplinary health care team 3.10 Assist the person to self-manage peritoneal dialysis consumables using waste minimisation and sustainable practice
4. Perform peritoneal dialysis exchange for the person unable to undertake procedure	4.1 Examine the peritoneal dialysis catheter exit site and perform exit site dressing as required 4.2 Prepare peritoneal dialysis additives for dialysis bag in line with delegation, and consider and identify causes of peritoneal fluid failure to drain 4.3 Perform peritoneal exchange according to prescribed treatment order, organisation policy and procedures 4.4 Monitor person during treatment within scope of work role and within organisation policy and procedures and refer to interdisciplinary health care team 4.5 Identify clinical features suggestive of dialysis-related peritonitis and promptly refer a person to interdisciplinary health care team 4.6 Assess the person's response to dialysis additives and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	treatment 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 policy and procedures, and send specimen for microbiological analysis
	4.9 Document and report treatment outcomes to interdisciplinary health care team
5. Prepare equipment and the person for haemodialysis treatment	5.1 Explain procedure and prepare the person for treatment and make comfortable
	5.2 Prepare machine according to organisation policy and procedures
	5.3 Determine dialysis settings according to the person's dialysis prescription within scope of work role and organisation policies and procedures
	5.4 Prepare other interventions, including medications, under the direct supervision of, and as delegated by interdisciplinary health care team within scope of work role and organisation policies and procedures
	5.5 Prepare consumables for cannulation of the person and connection to machine
	5.6 Wash hands and use personal protective equipment in accordance with infection prevention and control guidelines
	5.7 Prepare the person's access for cannulation according to organisation policies and procedures
	5.8 Identify appropriate site for cannulation, and check for signs suggesting fistula stenosis or infection and consult with interdisciplinary health care team.
	5.9 Perform cannulation according to organisation policies and procedures
6. Perform haemodialysis	6.1 Connect the person to haemodialysis machine according to organisation policies and procedures and infection control guidelines

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	6.2 Monitor the person and refer variations in health status to the interdisciplinary health care team according to organisation policies and procedures
	6.3 Recognise and respond appropriately to machine alarms and actual and potential problems of haemodialysis
	6.4 Assess the person's response to treatment and other interventions as administered within scope of work role and consult with interdisciplinary health care team
	6.5 Recognise acute and delayed adverse reactions to other interventions and respond within scope of work role
	6.7 Disconnect the person from haemodialysis machine in accordance with organisation policy and procedures
	6.8 Clean and dry and store equipment in accordance with infection control and manufacturers' instructions
	6.9 Examine vascular access site to identify any actual or potential problems and refer to interdisciplinary health care team
7. Evaluate health status of the person at completion of dialysis	7.1 Complete the post-dialysis assessment of the person and document and report outcomes
	7.2 Evaluate the person's response to treatment and report to interdisciplinary health care team as required within scope of work role and organisation policy and procedures
	7.3 Provide feedback to the person on physical health assessment in order to maintain optimal health status
	7.4 Identify opportunities to encourage the person to voice concerns, and respond appropriately

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTRNL002 Provide care and support to a person undergoing renal replacement therapy

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training* Package *release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged with HLTRNL602C/HLTRNL603C/HLTRNL604C. Removed pre-requisites. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 renal replacement therapy on 3 different people, at least 1 of which must be using peritoneal dialysis and at least 1 of which must be using haemodialysis, including:
  - identifying signs of uraemia and electrolyte imbalance
  - identifying signs of fluid overload
  - identifying signs of dehydration
  - checking peritoneal dialysis exit site
  - assessing patency of vascular access including:
    - palpating fistula for thrill
    - auscultating fistula for bruit
    - checking for signs of infection
    - checking last needle sites.

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:

- infection control strategies for management of a person undergoing renal replacement therapies including:

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  - stressing the 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
  - using no touch technique
- pathophysiology of Stage 5 CKD and common pathology tests to diagnose and monitor CKD and their interpretation
- reportable limits for a person's vital signs and biochemical and haematological results for a person undergoing renal replacement therapy
- immunity and the importance of vaccinations
- management principles for different types of renal replacement therapy including:
- haemodialysis
- peritoneal dialysis
- medicines in common use in management of a person with Stage 5 CKD including basic mechanism of action, precautions and side effects
- organisation policy and procedures relating to renal replacement therapy
- potential impact of Stage 5 CKD and renal replacement therapy has on quality of life and self-esteem including issues related to:
  - 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
- signs and symptoms of actual and potential problems of renal replacement therapy and the appropriate response including:
  - hypertension, hypotension
  - hyperglycaemia, hypoglycaemia
  - cardiovascular abnormalities
  - fluid and electrolyte imbalance due to rapid or excess fluid or electrolyte removal
  - malnutrition
  - haemodialysis problems
  - haemolysis
  - vascular access problems
  - clotted or stenosed vascular access
  - prolonged bleeding
  - peritoneal dialysis problems
  - peritonitis
  - exit site infection signs and symptoms including:
    - leakage from site, extravasation or bag
    - blocked catheter due to constipation, catheter movement, fibrin plug

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    - 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
    - blocked or split Tenckhoff catheter
  - accidental break in sterile pathway
  - hernia
  - obesity
  - psychosocial issues
  - dietary management
- potential vascular access site problems including:
  - decreased thrill
  - high pitched bruit
  - difficulty in needling fistula
  - abnormal arterial and venous pressure readings
  - pain, swelling, redness or trauma
  - false aneurysms
  - blood leak from cannulation site
- own role and responsibilities and those of other health care team members in the delivery of care to a person with CKD.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Links

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

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HLTSHU001 Work within a framework of traditional oriental medicine

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to establish the foundations of traditional oriental medicine and then to integrate its philosophies and principles into practice.

This unit applies to any complementary health practitioner whose practice is based on the oriental medicine framework.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish foundations of traditional oriental medicine	1.1 Identify, access and interpret information on the central philosophies of traditional oriental medicine 1.2 Evaluate the traditional oriental medicine system of treatment and its application to current health issues 1.3 Assess and determine how traditional oriental medicine is used within different complementary health modalities and within broader health practice

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Integrate philosophy of traditional oriental medicine into practice	2.1 Evaluate the ways in which the traditional oriental medicine framework can enhance own practice 2.2 Investigate detailed aspects of client assessment and treatment approach in traditional oriental medicine 2.3 Develop and adjust own practice approaches to reflect traditional oriental medicine framework
3. Extend and expand own skills and knowledge in traditional oriental medicine	3.1 Pro-actively identify and respond to opportunities to expand own knowledge of traditional oriental medicine 3.2 Pro-actively engage and collaborate with peers

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

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

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Assessment Requirements for HLTSHU001 Work within a framework of traditional oriental medicine

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 critical thinking skills to evaluate how the oriental medicine framework is applied in practice
- integrated the traditional oriental medicine framework into the delivery of services for at least 10 different clients:
  - in assessment and diagnosis
  - in treatment provision

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:

- principles and philosophy of oriental therapies framework:
  - yin and yang,
  - five elements theory
  - five vital substances
  - jing luo
  - zang fu
  - extraordinary organs
  - four methods of diagnosis
  - eight principle patterns

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  - six pathogenic influences
  - pattern differentiation and aetiology
  - seven emotions
- how the traditional oriental medicine framework is used and adapted in different modalities:
  - Shiatsu
  - qu gong
  - corrective exercises
  - gua sha
  - dietetics
  - moxa bustion
  - cupping
  - acupressure
- how the traditional oriental medicine framework is used at different stages of the treatment process
- philosophical tradition of western and eastern body therapies:
  - rationalistic, analytical approach to an understanding of disease
  - vitalistic, empirical approach to health
  - key features of qualitative, quantitative, cultural and traditional lines of evidence used in traditional oriental medicine
  - nature of the dynamic interchange between the physical, mental, social, environmental and spiritual landscape

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information, case history, treatment plan
  - futon
  - linen
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 5 years current clinical experience working as a Shiatsu therapist providing services to the general public

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- hold practising membership of an Australian professional body that represents Shiatsu therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTSHU002 Develop Shiatsu practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to establish the foundations of Shiatsu practice, evaluate what makes a sustainable practice and then to develop an approach to own practice. It also includes the ability to communicate key information about Shiatsu to others.

This unit applies to Shiatsu therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish foundations of Shiatsu practice	1.1 Identify, access and interpret information on the central philosophies of Shiatsu 1.2 Evaluate the Shiatsu system of treatment and its application to current health issues 1.3 Compare and contrast Shiatsu, other complementary health modalities and broader health practice

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Represent the Shiatsu framework	2.1 Determine information needs of different individuals and groups 2.2 Identify key messages that represent the philosophy and practice of Shiatsu therapy 2.3 Communicate information about Shiatsu therapy at level of depth appropriate to audience needs
3. Determine requirements for sustainable Shiatsu practice	3.1 Identify key issues that affect the development and sustainability of professional practice 3.2 Identify economic, environmental, human and social considerations, and their impact on professional practice 3.3 Access, interpret and collate current information that supports professional practice
4. Develop approach to own practice	4.1 Reflect on professional goals and aspirations 4.2 Identify and assess professional opportunities in Shiatsu 4.3 Reflect on opportunities and constraints of individual personal circumstances 4.4 Make decisions about practice direction, based on reflection and research 4.5 Develop practical strategies that address own practice goals

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.

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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

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Assessment Requirements for HLTSHU002 Develop Shiatsu practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 critical thinking skills to:
  - review and reflect on information from a range of sources about Shiatsu practice
  - evaluate and articulate requirements for sustainable Shiatsu practice
- communicated key messages about Shiatsu therapy to meet the information needs of at least 3 different individuals or groups
- developed goals for own practice that reflect the values and philosophies of Shiatsu

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:

- philosophies and principles of Shiatsu:
  - historical development of Shiatsu
  - central philosophies:
    - meridians and meridian therapy
    - yin and yang
    - ki, kyo and jitsu
    - hara

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        - importance of personal health strategy
    - philosophical tradition of western and eastern body therapies:
        - rationalistic, analytical approach to an understanding of disease
        - vitalistic, empirical approach to health
        - key features of qualitative, quantitative, cultural and traditional lines of evidence used in Shiatsu
        - nature of the dynamic interchange between the physical, mental, social, environmental and spiritual landscape
    - Shiatsu system of treatment and effects of Shiatsu application to the body surface
    - different styles of Shiatsu treatments and their key features and purpose:
        - stretching, posture and exercise techniques
        - elbows, feet, knees, ball of thumb, hand pressure techniques for whole body treatment
        - meridian stretching techniques
        - hara diagnosis, tonification/dispersion
        - lifestyle and dietary advice
        - relaxation and breathing techniques
        - meditation
- key features of complementary therapies used in conjunction with Shiatsu, including:
    - Traditional Chinese Massage
    - acupuncture
- place of Shiatsu in relation to allied health services
- professional Shiatsu networks and industry bodies
- different models of professional Shiatsu practice and their key features:
    - sole practitioners
    - employment opportunities
- components of sustainable practice:
    - economic – opportunities and viability
    - environmental
    - human – personal health, professional development
    - social responsibility
- legal and ethical considerations (national and state/territory) and how these are applied in individual practice:
    - children in the workplace
    - codes of conduct
    - continuing professional education
    - discrimination
    - dignity of risk
    - duty of care
    - human rights

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- informed consent
- insurance requirements
- mandatory reporting
- practitioner/client boundaries
- privacy, confidentiality and disclosure
- records management
- work role boundaries – responsibilities and limitations
- work health and safety

Assessment Conditions

Skills must have been 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
- modelling of industry operating conditions and contingencies

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTSHU003 Maintain personal health and awareness for traditional oriental medicine practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to establish and maintain a personal health strategy consistent with the philosophy of traditional oriental medicine. This forms a key element in the practitioner's ability to effectively treat clients and sustain professional integrity.

This unit applies to any practitioner working within a traditional oriental medicine framework.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish a personal health strategy	1.1 Identify and evaluate the factors that contribute to personal and professional well being in the traditional oriental medicine framework
	1.2 Explore own constitution and make-up in the context

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	of five elements theory
	1.3 Explore and decide on ways to develop and maintain physical and mental self-discipline
	1.4 Develop own health goals consistent with practice philosophy and personal situation
	1.5 Determine and document strategies and activities that support personal health goals both physical and spiritual
2. Model philosophies and principles of traditional oriental medicine	2.1 Consistently use strategies and activities identified in own health strategy
	2.2 Maintain personal diet that is consistent with the principles of oriental nutrition
	2.3 Engage in physical activities that support optimum health
	2.4 Identify and respond appropriately to indications of stress
3. Maintain and enhance ability to practice	3.1 Monitor and maintain own energetic awareness and balance
	3.2 Develop own qi sensitivity through hara work
	3.3 Work with own breathing on an ongoing basis
	3.4 Use own development as an integral part of enhancing professional practice

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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTSHU003 Maintain personal health and awareness for traditional oriental medicine practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.

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:

- established and followed a personal health strategy that is consistent with the philosophy of traditional oriental medicine

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:

- five phases theory in relation to personal health
- relationship between personal health and ability to practice
- types of activities that support maintenance of personal health:
  - meditation
  - yoga
  - regular physical activity
  - stress management techniques
- philosophies and principles of oriental nutrition:
  - digestive system
  - major digestive irregularities
  - value of different food types

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  - cooking methods
  - food combinations
- qi development and enhancement practices

Assessment Conditions

Skills must have been 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
- modelling of industry operating conditions and contingencies

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a Shiatsu therapist providing services to the general public
- hold practising membership of an Australian professional body that represents Shiatsu therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTSHU004 Perform Shiatsu therapy health assessments

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTSHU504/HLTSHU510/HLTSHU511. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to assess the therapeutic needs of clients using a Shiatsu diagnostic framework. It requires the ability to gather client information, perform a physical assessment and bring information together to develop a Shiatsu treatment plan.

This unit applies to Shiatsu therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client	1.1 Explore and clarify client expectations

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
needs	1.2 Provide clear information about scope and limits of services to be provided
	1.3 Collect an accurate, relevant and organised health record and document in a form which can be interpreted readily by other professionals
	1.4 Recognise needs that are beyond scope of own practice and make referrals to other health care professionals according to clients needs
	1.5 Identify and respond to any barriers to information gathering and assessment
	1.6 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions
	1.7 Manage information in a confidential and secure way
2. Make a physical assessment	2.1 Provide information about the physical assessment process and obtain client consent to proceed
	2.2 Follow clinical and practitioner hygiene procedures
	2.3 Respect client dignity and anticipate sensitivities
	2.4 Seek client feedback on comfort levels
	2.5 Assess client through hara, back and meridian palpation
	2.6 Integrate observation and sensory information gathering techniques
	2.7 Use ongoing questioning with client to gain further information according to clients needs
	2.8 Accurately document information from the physical assessment
3. Develop treatment plan	3.1 Correlate results of physical assessment with case history
	3.2 Consider any available western medical information and incorporate into analysis within scope of own practice
	3.3 Bring together eastern and western approaches to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	pathology
	3.4 Analyse energetic patterns and differentiate by assessing signs and symptoms
	3.5 Identify condition according to stage and related implications by applying the eight principles of diagnosis
	3.6 Identify pre-requisites or contraindications to treatment
	3.7 Determine optimum type, duration and frequency of treatments
	3.8 Use professional judgement to draw substantiated conclusions about treatment needs
	3.9 Establish expected treatment outcomes based on the Shiatsu framework and evidence
	3.10 Accurately document proposed treatment plan
4. Confirm assessment and treatment plan with client	4.1 Discuss assessment, its implications and rationale for treatment with the client
	4.2 Assign and agree treatment priorities and expectations in consultation with the client
	4.3 Schedule times and session lengths suited to the required techniques and sequences
	4.4 Respond to client enquiries using language the client understands
	4.5 Discuss referral and collaborative options with the client according to needs

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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTSHU004 Perform Shiatsu therapy health assessments

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTSHU504/HLTSHU510/HLTSHU511. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of client consultation work
- prepared for and managed at least 60 Shiatsu health assessments - clients must include males and females from different stages of life with varied presentations
- used the Shiatsu framework to assess therapeutic needs of clients, including:
  - hara palpation
  - observation
  - sensory information gathering techniques
  - use differential diagnostic techniques
- interacted effectively with clients:
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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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:

- legal and ethical considerations (national and state/territory) for client assessment and treatment planning:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- referral options for practitioners:
  - professional health services including complementary health modalities
  - community resources and support services
  - types and availability of further medical testing
- factors and barriers that may impact on assessment, including:
  - physical
  - psychological
  - cultural
- factors that affect individual health status, including:
  - constitution
  - lifestyle
  - diet
  - personal and medical history
  - values and attitudes
  - balance of rest and activity
  - physical environment
  - social environment
- factors for consideration for different genders and ages
- client information required for assessment and the scope and depth of information needed around:
  - client objectives and expectations
  - client history and its components
  - client current state of health

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    - signs and symptoms:
        - onset
        - duration
        - location
        - quality and severity
        - non-verbal
- different ways that signs and symptoms of conditions present and how these are interpreted in a Shiatsu framework:
    - physical
    - psychological
    - social
    - qi
- features of signs and symptoms
- principles and philosophy of Shiatsu therapy framework:
    - relationships between body types and symptoms according five phases theory
    - primary functions of meridians and meridian extensions developed by masunaga
    - yin and yang
    - character and function of tsubo (acu-points)
    - the eight principles of differentiation (ba gang bian zheng)
- Shiatsu diagnostic techniques and considerations:
    - the four methods of diagnosis (si zhen)
    - back yu points and front mu points and diagnostic zones of hara
    - diagnostic ability of face, complexion, posture and vitality
    - palpatory diagnostic techniques and palpatory sensitivity to conditions of kyo/jitsu (empty/full) meridians
    - listening
    - smelling
    - Masunaga meridian palpation
- possible reactions, contra-indications to treatment and/or limitations for assessment
- pathophysiology of common disease states according to Shiatsu framework:
    - qi imbalances
    - physical
    - emotional
    - mental
- relational dynamics within and between human behaviour, anatomy and physiology, pathology and the natural world
- treatment planning techniques and considerations

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Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - health assessment, client consultation forms
  - private consultation area
  - futon
  - linen
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a Shiatsu therapist providing services to the general public
- hold practising membership of an Australian professional body that represents Shiatsu therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTSHU005 Perform oriental therapies health assessements

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to assess the therapeutic needs of clients using an oriental therapies diagnostic framework. It requires the ability to gather client information, perform a physical assessment and bring information together to develop an oriental therapies treatment plan.

This unit applies to therapists who work with oriental therapies as part of a broader complementary health practice.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine scope of client needs	1.1 Explore and clarify client expectations 1.2 Provide clear information about scope and limits of services to be provided 1.3 Collect an accurate, relevant and organised health record and document in a form which can be interpreted

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	readily by other professionals
	1.4 Recognise needs that are beyond scope of own practice and make referrals to other health care professionals as required
	1.5 Identify and respond to any barriers to information gathering and assessment
	1.6 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions
	1.7 Manage information in a confidential and secure way
2. Make a physical assessment	2.1 Provide information about the physical assessment process and obtain client consent to proceed
	2.2 Follow clinical and practitioner hygiene procedures
	2.3 Respect client dignity and anticipate sensitivities
	2.4 Seek client feedback on comfort levels
	2.5 Assess client through hara, back and meridian palpation
	2.6 Integrate observation and sensory information gathering techniques
	2.7 Use ongoing questioning with client to gain further information as required
	2.8 Accurately document information from the physical assessment
3. Analyse information	3.1 Correlate results of physical assessment with case history
	3.2 Consider any available western medical information and incorporate into analysis within scope of own practice
	3.3 Bring together eastern and western approaches to pathology
	3.4 Analyse energetic patterns and differentiate by assessing signs and symptoms

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.5 Identify condition according to stage and related implications by applying the eight principles of diagnosis
	3.6 Identify pre-requisites or contraindications to treatment
	3.7 Determine optimum type, duration and frequency of treatments
	3.8 Use professional judgement to draw substantiated conclusions about treatment needs
	3.9 Establish expected treatment outcomes based on the oriental therapies framework and evidence
	3.10 Accurately document proposed treatment plan
4. Confirm assessment and treatment plan with client	4.1 Discuss assessment, its implications and rationale for treatment with the client
	4.2 Assign and agree treatment priorities and expectations in consultation with the client
	4.3 Schedule times and session lengths suited to the required techniques and sequences
	4.4 Respond to client enquiries using language the client understands
	4.5 Discuss referral and collaborative options with the client 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.

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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

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Assessment Requirements for HLTSHU005 Perform oriental therapies health assessements

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of client consultation work
- prepared for and managed at least 60 oriental therapies health assessments - clients must include males and females from different stages of life with varied presentations
- used an oriental therapies framework to assess the therapeutic needs of clients, including:
  - diagnostic methods from four methods, eight principles and five elements
  - analysis and interpretation of the structural and functional relationships of movement patterns
  - determination of patterns of disharmony
- interacted effectively with clients:
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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:

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- legal and ethical considerations (national and state/territory) for client assessment and treatment planning:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - working role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- referral options for practitioners:
  - professional health services including complementary health modalities
  - community resources and support services
  - types and availability of further medical testing
- factors and barriers that may impact on assessment, including:
  - physical
  - psychological
  - cultural
- factors that affect individual health status, including:
  - constitution
  - lifestyle
  - diet
  - personal and medical history
  - values and attitudes
  - balance of rest and activity
  - physical environment
  - social environment
- client information required for assessment and the scope and depth of information needed around:
  - client objectives and expectations
  - client history and its components
  - client current state of health
  - signs and symptoms:
    - onset
    - duration
    - location
    - quality and severity

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    - non-verbal
- different ways that signs and symptoms of conditions present:
    - physical
    - psychological
    - social
    - spiritual
- features of signs and symptoms
- principles and philosophy of oriental therapies framework:
    - yin and yang,
    - five elements theory
    - five vital substances
    - jing luo
    - zang fu
    - extraordinary organs,
    - four methods of diagnosis
    - eight principle patterns
    - six pathogenic influences
    - pattern differentiation and aetiology
    - seven emotions
- oriental therapies diagnostic techniques and considerations:
    - origin and development of disease
    - disharmony
    - point location
    - tsubo
    - function and dysfunction
    - Traditional Chinese Medicine (TCM) pattern differentiation
    - (TCM) pulse and tongue diagnosis
    - Oriental face diagnosis
    - four methods - visual, palpation, listening and smelling, asking
- anatomical or mobility/flexibility assessment
- back and spinal palpation assessment
- progression of disease into the body according to six divisions
- oriental therapies used for assessment of body imbalances including:
    - sotai
    - makko ho and corrective exercises
- relationships between body types and symptoms according to five phases theory
- influence of lifestyle, diet, exercise, personal history and values and attitudes on health
- relational dynamics within and between human behaviour, anatomy and physiology, pathology and the natural world
- possible reactions, contra-indications to treatment and/or limitations for assessment

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- treatment planning techniques and considerations

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - health assessment, client consultation forms
  - futon
  - linen
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a Shiatsu therapist providing services to the general public
- hold practising membership of an Australian professional body that represents Shiatsu therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTSHU006 Provide Shiatsu therapy treatments

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSHU507C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to prepare for and provide therapeutic Shiatsu treatments based on the outcomes of an existing health assessment and treatment plan.

This unit applies to Shiatsu therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare client for treatment	1.1 Interpret treatment plans and clearly outline how the treatment will be provided and managed 1.2 Explain factors which may interfere with the effectiveness of the treatment

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Inform and advise client about possible physical or emotional reactions during and following a session
	1.4 Follow established protocols to physically prepare the client for treatment
	1.5 Confirm client consent for treatment
2. Build fundamental Shiatsu principles into treatment	2.1 Ensure sensitivity to ki palpation
	2.2 Explore and recognise connection to hara
	2.3 Explore and develop energetic relationship between therapist and client
	2.4 Maintain client-focused attention throughout the treatment session
3. Use Shiatsu techniques	3.1 Regulate the circulation of ki
	3.2 Apply manual perpendicular pressure directed from the hara to the body
	3.3 Use appropriate levels of pressure
	3.4 Maintain therapist postures that ensure a controlled distribution of body weight
4. Follow Shiatsu sequences	4.1 Determine treatment sequence, location and degree of pressure according to assessment indications
	4.2 Select and adhere to specific Shiatsu sequences according to the Shiatsu style being used
5. Work with client during treatment	5.1 Use the condition and response of the client as a continual feedback to the initial assessment
	5.2 Incorporate contact with all major body regions within a reasonable time frame
	5.3 Position client to optimise their comfort and support while allowing for optimum application of techniques

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	5.4 Recognise reactions to treatment and respond promptly according to clients needs
6. Provide advice and resources to the client	6.1 Educate client in relevant and practical techniques that support the treatment plan
	6.2 Answer client queries with clarity, using language the client understands
	6.3 Use honesty and integrity when explaining treatment plans, schedules and recommendations to the client
	6.4 Promote client independence and responsibility in treatment
	6.5 Discuss and agree on evaluation strategies
	6.6 Accurately document treatment provided and details of client communications

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

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

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Assessment Requirements for HLTSHU006 Provide Shiatsu therapy treatments

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSHU507C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of Shiatsu client consultation work
- prepared for and managed at least 60 Shiatsu treatment sessions - clients must include males and females from different stages of life with varied presentations
- used each of the following sequences during client consultation sessions according to client needs:
  - back sequence
  - upper back and arm sequence
  - side sequence
  - head and neck sequence
  - leg sequence in supine
  - back diagnosis zones for treatment
  - back shu/front mu diagnosis areas for treatment
  - abdominal palpation
  - face sequence

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  - feet sequence
  - hip sequence
  - chest sequence
  - arm sequences
  - leg sequence
  - a range of different styles including namikoshi, ohashi zen and barefoot Shiatsu sequences and specific techniques
  - hara palpation and diagnosis
  - tonification and dispersion methods
- used the following pressure and tsubo techniques during client consultation sessions according to client needs:
  - perpendicular pressure
  - non perpendicular pressure
  - moving and stationary pressure
  - sustained/continuous and intermittent/moving pressure
  - deep and superficial pressure
  - strong and gentle pressure
  - use of elbows, feet, knees, ball of thumb and hand pressure techniques
- used the following stretching and opening techniques during client consultation sessions according to client needs:
  - stretching exercises
  - stretching across and along the fibres
  - stretching to open channels/meridians, points and joints
- used the following manual techniques during client consultation sessions according to client needs:
  - percussion
  - pinching
  - rolling
  - rubbing
  - vibrating
  - qi projection on and above the body surface
  - muscular contraction and resistance
  - mobilisations of joints
  - use of mother hand
  - palpation of ki along meridians and tsubos
  - tonification and dispersing techniques
- provided other advice to support optimum health
  - lifestyle
  - dietary
  - yoga

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- relaxation
- meditation

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:

- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - working role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- principles of Shiatsu that are integrated in all treatments
- different Shiatsu styles and sequences, and their indications for use
- Shiatsu treatment techniques, how to apply them, what each technique does, what effects it might have, and what the contraindications are, for the following:
  - Shiatsu sequences
  - Shiatsu pressure and tsubo techniques
  - stretching and opening techniques
- potential reactions during treatment and how to respond:
  - discomfort
  - emotional reactions
  - feedback - verbal, tactile, visual
  - muscular spasms
  - body temperature discomfort
  - deep relaxation
- potential reactions following treatment and appropriate client advice
- types of advice and resources that can be provided to clients for their use outside the clinical environment
- documentation requirements for recording treatment details
- basic structure and function of western medicine systems and regions of the body
- common disease states and functional problems of each body system
- fundamental principles of biomechanics

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Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - futon
  - linen
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a Shiatsu therapist providing services to the general public
- hold practising membership of an Australian professional body that represents Shiatsu therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTSHU007 Provide oriental therapies treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to prepare for and provide therapeutic oriental therapies treatments based on the outcomes of an existing health assessment and treatment plan.

This unit applies to therapists who work with oriental therapies as part of a broader complementary health practice.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare client for treatment	1.1 Interpret treatment plans and clearly outline how the treatment will be provided and managed 1.2 Explain factors which may interfere with the effectiveness of the treatment 1.3 Inform and advise client about possible physical or emotional reactions during and following a session

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Follow established protocols to physically prepare the client for treatment
	1.5 Confirm client consent for treatment
2. Apply therapeutic techniques	2.1 Determine treatment sequence, location and degree of pressure according to assessment indications
	2.2 Apply oriental therapy techniques protocol
	2.3 Use the condition and response of the client as a continual feedback to the initial assessment
	2.4 Position client to optimise their comfort and support while allowing for optimum application of techniques
	2.5 Maintain therapist postures that ensure a controlled distribution of body weight
	2.6 Maintain client-focused attention throughout the treatment session
	2.7 Recognise reactions to treatment and respond promptly according to clients needs
3. Provide advice and resources to the client	3.1 Educate client in relevant and practical techniques that support the treatment plan
	3.2 Answer client queries with clarity, using appropriate language
	3.3 Use honesty and integrity when explaining treatment plans, schedules and recommendations to the client
	3.4 Promote client independence and responsibility in treatment
	3.5 Discuss and agree on evaluation strategies
	3.6 Accurately document treatment provided and details of client communications

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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

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

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Assessment Requirements for HLTSHU007 Provide oriental therapies treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of oriental therapies client consultation work
- prepared for and managed at least 60 oriental therapies treatment sessions - clients must include males and females from different stages of life with varied presentations
- used the following techniques and sequences according to clients needs:
  - acupressure
  - moxibustion
  - cupping
  - meridian stretching techniques
  - demonstration and explanation of suggested corrective postures, stretches, movements
- provided other advice to support optimum health:
  - lifestyle
  - dietary
  - yoga
  - relaxation
  - meditation
  - poultices and liniments

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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:

- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - working role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- oriental therapies treatment techniques, how to apply them, what each technique does, what effects it might have, and what the contraindications are, for the following:
  - acupressure
  - moxibustion
  - cupping
  - meridian stretching techniques
  - corrective postures, stretches, movements
- potential reactions during treatment and how to respond:
  - discomfort
  - emotional reactions
  - feedback - verbal, tactile, visual
  - muscular spasms
  - body temperature discomfort
  - deep relaxation
- potential reactions following treatment and appropriate client advice
- types of advice and resources that can be provided to clients for their use outside the clinical environment:
  - advice about nutritional actions based on 8 principal patterns and 6 pathogenic influences
  - medicinal teas and meals
  - seasonal adjustments
  - poultices and liniments
- documentation requirements for recording treatment details
- basic structure and function of western medicine systems and regions of the body

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- common disease states and functional problems of each body system
- fundamental principles of biomechanics

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information, case history, treatment plan
  - futon
  - linen
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a Shiatsu therapist providing services to the general public
- hold practising membership of an Australian professional body that represents Shiatsu therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTSHU008 Adapt Shiatsu and oriental therapies practice to meet specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements. Removed prerequisite.

Application

This unit describes the skills and knowledge required to adapt assessment and treatment strategies to meet the needs of clients of different genders and at different stages of life. It also includes the requirement to be able to identify and respond to other specific needs with which the practitioner may be unfamiliar.

This unit applies to Shiatsu therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Adapt assessment and treatment strategies to stages of	1.1 Anticipate and take account of varying potential client sensitivities to ensure client dignity is maintained

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
life	1.2 Tailor approaches that take account of different cognitive abilities of clients at different stages of life 1.3 Adjust physical processes to take account client capabilities and physical body features 1.4 Recognise norms and deviations associated with age and gender 1.5 Identify when consent from others is required, and obtain and document according to legal and ethical requirements
2. Respond to unfamiliar presentations	2.1 Recognise situations where presenting cases or aspects of presenting cases fall outside current knowledge base or expertise 2.2 Refer client to other practitioners when case is not appropriate to own scope of practice 2.3 When appropriate to continue with the case, identify, access and interpret sources of additional information and advice 2.4 Enhance own capacity to deal with the case by conducting case specific research 2.5 Integrate findings into client treatment plans and record details
3. Extend and expand own knowledge base	3.1 Pro-actively identify and respond to professional development opportunities 3.2 Develop and adjust work practices as part of ongoing practice development

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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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

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Assessment Requirements for HLTSHU008 Adapt Shiatsu and oriental therapies practice to meet specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements. Removed prerequisite.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of Shiatsu and oriental therapies client consultation work
- managed at least 60 Shiatsu/oriental therapies assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- effectively adapted communication, assessment and treatment strategies to meet client needs
- conducted case specific research for at least 3 cases, where key aspects of the condition are not known to the candidate

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:

- legal and ethical considerations (national and state/territory) for working with specific groups:
  - children in the workplace

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  - codes of conduct
  - discrimination:
    - age
    - disability
    - racial
    - sex
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- treatment management factors that must be considered for clients of different genders and at different stages of life:
  - case taking
  - variations in approach to physical examination and treatment
  - home recommendations
- major developmental milestones for different stages of life
- features of common health conditions that affect the following groups and how those conditions are assessed and treated in the Shiatsu/oriental therapies framework:
  - children
  - adolescents
  - adult females at different stages of life
  - adult males at different stages of life
- factors for consideration when providing any form of end of life/palliative care
- professional responsibilities when presenting cases fall outside of practitioner's current scope, including:
  - when referral is appropriate or required
  - information and advice sources
  - case research techniques

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information, case history, treatment plan

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  - futon
  - linen
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a Shiatsu therapist providing services to the general public
- hold practising membership of an Australian professional body that represents Shiatsu therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTSHU009 Monitor and evaluate traditional oriental medicine treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to monitor and evaluate treatments provided within the traditional oriental medicine framework, both from an individual client and whole of practice professional development perspective.

This unit applies to practitioners using Shiatsu and other oriental therapies.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand.

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. Evaluate client progress	1.1 Seek client feedback about treatment impacts and compliance with the treatment plan 1.2 Make own observations and assessment of client changes based on oriental medicine framework 1.3 Evaluate treatment impacts in relation to client's physical, qi and emotional wellbeing 1.4 Compare changes and improvements with

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	expectations in the treatment plan, existing research and evidence from own practice
	1.5 Seek additional information from clients when progress suggests this is needed
	1.6 Accurately document progress in client treatment plan
2. Adjust treatment based on evaluation	2.1 Determine the need for adjustment to treatment plan based on evaluation of client progress
	2.2 Identify and respond to factors that may be inhibiting client progress
	2.3 Adjust treatment plans based on outcomes and sources of research or evidence that support massage practice
	2.4 Accurately document any adjustments to treatment plans
3. Develop practice from client evaluation	3.1 Review progress of clients in context of own individual practice
	3.2 Identify areas of own practice for further research or development to support client outcomes
	3.3 Pro-actively seek and respond to professional development opportunities

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.

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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

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Assessment Requirements for HLTSHU009 Monitor and evaluate traditional oriental medicine treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of Shiatsu/oriental therapy client consultation work
- managed at least 60 Shiatsu/oriental therapies assessments and treatment sessions - clients must include males and females from different stages of life with varied presentations
- monitored and evaluated Shiatsu and oriental therapies treatments provided to at least 5 different clients with at least 3 treatments per client

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:

- legal and ethical considerations (national and state/territory) for monitoring and evaluation:
  - children in the workplace
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner / client boundaries
  - privacy, confidentiality and disclosure
  - records management

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    - work role boundaries
        - working within scope of practice
        - presenting symptoms that require referral to a medical practitioner
    - work health and safety
- types of criteria by which Shiatsu and oriental therapies treatments are evaluated
- methods of monitoring treatment progress
    - re-assessment
    - client feedback
- barriers to therapeutic progress and ways to respond within a Shiatsu/oriental therapies framework
- expectations of treatment for different conditions and client groups, and factors that impact on those expectations:
    - client history
    - contraindications
    - compliance
    - interactions with other treatments
    - impact of external environment
    - evaluation of appropriateness of style and technique
    - client general health
    - presenting condition
- sources of research and evidence that support traditional oriental medicine practice
- the role of maintaining personal health and awareness

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - client information, case history, treatment plan
    - futon
    - linen
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a Shiatsu therapist providing services to the general public

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- hold practising membership of an Australian professional body that represents Shiatsu therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTSTE001 Clean and disinfect reusable medical devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to follow procedures for the sorting, inspection, cleaning and thermal disinfection of soiled reusable medical devices, including the effective use of equipment and completion of quality checks and documentation.

This unit applies to individuals working under general supervision and within established procedures in a range of health service organisations.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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*
1. Receive and sort contaminated items	1.1 Follow procedures for collection and transport of items to the cleaning area as required 1.2 Sort reusable items and safely dispose of single use reusable medical devices

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ELEMENT	PERFORMANCE CRITERIA
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*
	1.3 Check for completeness of set and for multi-part items
	1.4 Identify and separate items requiring segregation or specialised processing
	1.5 Identify and respond to priority processing requirements
	1.6 Report faulty and damaged items to designated person
2. Prepare contaminated items for cleaning and disinfection	2.1 Complete initial pre-cleaning and waste removal processes
	2.2 Prepare specialised items for specific cleaning procedures
	2.3 Select cleaning processes and equipment based on manufacturer's recommendations and evaluation of item construction and composition
	2.4 Disassemble instruments for cleaning and disinfection according to manufacturer's guidelines
3. Complete cleaning and thermal disinfection processes	3.1 Organise workflow using dirty to clean principle
	3.2 Interpret operating instructions for cleaning and drying equipment, and test and prepare for use as per organisation procedures
	3.3 Complete water quality tests as required
	3.4 Select, use and correctly measure chemical products according to safety data sheets
	3.5 Complete required manual cleaning with hot water rinsing and drying
	3.6 Use soaking, flushing and brushing techniques as required for reusable medical devices with particular structures
	3.7 Operate cleaning appliances using safe manual

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ELEMENT	PERFORMANCE CRITERIA
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*
	handling techniques
	3.8 Select washer disinfector cycle based on required parameters for specific reusable medical devices
	3.9 Minimise waste during the cleaning and disinfection process
	3.10 Identify faulty or damaged equipment, and report to designated person
4. Check quality of cleaning and thermal disinfection	4.1 Inspect cleanliness and dryness according to standards and procedures
	4.2 Monitor and document processes, check processes and respond to routine problems
	4.3 Complete and archive quality management documentation according to organisation procedures
	4.4 Identify faults or shortcomings in the cleaning and disinfection process and take action within scope of own work role

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

No equivalent unit.

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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

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Assessment Requirements for HLTSTE001 Clean and disinfect reusable medical devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- followed established procedures, work processes and national standards for the sorting, disassembly, cleaning and thermal disinfection of reusable medical devices on at least 3 occasions:
  - identified and responded to routine process and maintenance problems and variations
  - addressed relevant work health and safety, infection control and manual task requirements

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:

- existence and basic requirements of AS/NZS 4187, and its role in the sterilisation workplace
- reusable medical devices (RMD) product families and associated cleaning requirements, including detergents and brushes
- types and features of cleaning and drying equipment, and their monitoring and maintenance requirements

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- steps in the cleaning and disinfection work flow process and the reasons for design of work area
- water quality testing processes
- testing processes for cleaning equipment
- key aspects of thermal disinfection, including:
  - terminology
  - conditions and parameters for thermal disinfection
  - lethality of a moist heat process for a range of temperatures
- quality indicators for cleaning and disinfection processes
- safe work practices in the cleaning area:
  - manual task risk factors and how to control for them
  - infection control and Spaulding's classification
  - personal protective equipment (PPE)

Assessment Conditions

Skills must have been 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:
  - reusable medical devices requiring cleaning
  - operational cleaning and drying equipment
  - cleaning procedures to be followed by the candidate
  - equipment operation manuals
  - personal protective equipment
  - quality assurance documentation
- modelling of industry operating conditions, including:
  - speed and timing requirements for the cleaning process
  - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTSTE002 Inspect and pack reusable medical devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to prepare, assemble and package cleaned reusable medical devices according to manufacturer's instructions.

This unit applies to individuals working under general supervision and within established procedures in a range of health service organisations.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
1. Prepare for inspection and packing	1.1 Select and wear appropriate attire and ensure personal hygiene preparations are followed 1.2 Clean area prior to processing according to infection control guidelines 1.3 Test packing equipment in readiness for use and accurately document results

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
2. Inspect reusable medical devices	2.1 Sort items according to priority, specialties and packaging requirements and product families
	2.2 Inspect items for cleanliness and dryness and reprocess where required
	2.3 Inspect items for functionality and completeness according to organisation requirements
	2.4 Follow safe procedures for insulation testing as required
	2.5 Use illuminated magnifier appropriately
	2.6 Identify loan items and implantable items
	2.7 Identify, report, remove and/or replace damaged/faulty items and items due for preventative maintenance
	2.8 Report missing items according to organisation policies and protocols
3. Prepare and assemble reusable medical devices	3.1 Select, inspect and prepare instrument trays or rigid sterilisation containers against checklists
	3.2 Open and unlock items with hinges/ratchets
	3.3 Disassemble/loosen multi-part instruments and re-assemble to ensure sterilant contact on all surfaces according to manufacturer’s instructions
	3.4 Lubricate according to manufacturer instructions
	3.5 Prepare hollow ware items with all openings facing the same direction
	3.6 Protect delicate and sharp items in accordance with organisation policies and procedures
	3.7 Use chemical indicators according to standards
4. Package reusable medical devices	4.1 Select packaging systems with reference to sterilisation method

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
	4.2 Use safe manual handling techniques
	4.3 Interpret operating instructions for packaging equipment and use equipment safely
	4.4 Pack, secure and label sterile barrier systems to comply with aseptic removal principles
	4.5 Assemble and package thermally disinfected reusable medical devices for transfer to appropriate location
	4.6 Complete accurate quality assurance documentation

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

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

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Assessment Requirements for HLTSTE002 Inspect and pack reusable medical devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- followed established procedures, work processes and national standards for the inspection, assembly, packaging and labelling of reusable medical devices on at least 3 occasions
- operated and monitored equipment on at least 3 occasions, including illuminated magnifier
- completed accurate quality assurance documentation
- addressed relevant work health and safety, infection control and manual handling requirements
- identified and responded to routine process and maintenance problems and variations

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:

- packaging in relation to client safety, and implications of negligence
- existence and basic requirements of AS/NZS 4187, and its role in packaging
- features of inspection and test equipment and processes, including:
  - air guns

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    - lighted magnification
    - heat sealer
    - height adjustable work stations
    - insulation testing
    - labelling systems
    - instrument checklists
- wrapping and packaging materials and techniques:
    - relationship of sterile barrier systems and wrapping material to sterilisation method used
    - sealing materials
    - single use and reusable sterile barrier systems
    - rigid reusable container systems
- classes of chemical indicators
- identification and traceability systems
- performance qualification for packaging
- features of quality assurance documentation
- safe work practices in the sterilisation work area:
    - manual task risk factors and how to control for them
    - infection control
    - personal hygiene

Assessment Conditions

Skills must have been 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:
    - wrapping and packaging materials
    - heat sealing equipment
    - sterile barriers systems
    - reusable medical devices:
    - personal hygiene hair ware
    - quality assurance documentation
    - procedures to be followed by the candidate
- modelling of industry operating conditions, including:
    - speed and timing requirements for the checking and packaging process
    - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors

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HLTSTE003 Sterilise loads

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit of competency describes the skills and knowledge required to follow correct procedures to select and operate sterilisation equipment, interpret steriliser function and parameters in the provision of sterilised reusable medical devices, appropriately load items for sterilisation, and to release sterilised items for distribution. This competency unit does not deal with ethylene oxide sterilisation.

This unit applies to individuals working under general supervision and within established procedures in a range of health service organisations, including hospitals and specialist sterilisation facilities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
1. Prepare sterilisation equipment	1.1 Clean and check steriliser, and accessory equipment according to manufacturer’s recommendations

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
	1.2 Conduct, interpret and record performance test cycles
	1.3 Interpret and accurately document results from physical and chemical tests
2. Load steriliser	2.1 Select sterilisation method according to reusable medical devices (RMD) manufacturer requirements
	2.2 Assign appropriate cycle and batch control number and complete documentation correctly
	2.3 Check packaging, sealing and labelling for compatibility with organisation policies and procedures
	2.4 Check load content and configuration for compliance with annual steriliser performance qualification
	2.5 Load steriliser to ensure sterilant contact and according to manufacturer's recommendations
	2.6 Add additional test items such as biological indicator or process challenge device according to organisation protocol
3. Operate steriliser	3.1 Check steriliser function for sterilant availability
	3.2 Check function of physical process recording accessories
	3.3 Select appropriate cycle in accordance with organisation policies and procedures
	3.4 Identify, report and action faults according to manufacturer's recommendations and organisation policies and procedures
4. Unload and release sterilised loads	4.1 Check and interpret sterilisation cycle parameters and chemical monitors, and record results on completion of cycle
	4.2 Remove sterilised load immediately on completion of cycle
	4.3 Remove compromised items, dismantle for

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
	reprocessing and record details
	4.4 Unload cooled load using appropriate handling techniques
	4.5 Complete documentation of the sterilising cycle for parametric release
	4.6 Complete documentation of the sterilising cycle for parametric release
	4.7 Check and document additional load release tests
	4.8 If used, incubate and check results of biological indicators
5. Comply with quality management requirements	5.1 Adhere to operational monitoring and testing, performance qualification and maintenance of sterilisers and associated equipment
	5.2 Comply with documentation requirements for sterilising cycles, batch control and load release control
	5.3 Report and document all steriliser faults/malfunction and load non-conformance/non-compliance
	5.4 Store and archive documentation in accordance with organisation policies and procedures

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.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTSTE003 Sterilise loads

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- followed established procedures, work processes and national standards to prepare, operate, load and unload sterilisers and release the sterilised loads on at least three occasions, including:
  - correctly interpreting test results
  - accurately completing all documentation for cycles, tests and load content, including specialised items
  - addressing relevant work health and safety, infection control and manual handling requirements
  - identifying and responding to routine problems within delegated authority

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:

- terminology used in sterilising and methods of sterilisation used in Australia
- environmental conditions required for efficient functioning of a sterilisation area, including:
  - quarantine protocols
  - conditions and parameters for successful sterilisation

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- cleaning protocols and special requirements for sterilisers, trolleys and carriages
- features of sterilisation process that influence sterilisation outcomes, including:
  - cycle stages and physical parameters that determine sterilisation outcomes
  - differences between methods of low temperature sterilisation processes including hydrogen peroxide and peracetic acid
  - the biocidal action of chemical sterilants and impact on sterilisation outcomes
  - monitoring equipment and procedures
- features of steam sterilisation that influence sterilisation outcomes, including:
  - cycle stages and physical parameters that influence sterilisation outcomes
  - principles of steam generation and steam quality that impact on sterilisation outcomes
  - significant mechanical components of steam sterilisers
  - the biocidal action of steam under pressure and the impact on sterilisation outcomes
  - monitoring equipment and procedures
- performance testing:
  - air removal test
  - process challenge device
  - leak rate test
  - physical, chemical and biological monitoring devices
- requirements of quality assurance documentation, including release processes
- safe work practices in the sterilisation work area:
  - manual task risk factors and how to control for them
  - infection control
  - personal hygiene

Assessment Conditions

Skills must have been 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:
  - steam sterilisers
  - reusable medical devices
  - personal protective equipment
  - quality assurance print outs and documentation
  - workplace procedures to be followed
- modelling of industry operating conditions, including:
  - speed and timing requirements for the sterilisation process
  - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTSTE004 Manage sterile stock

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit of competency describes the skills and knowledge required to apply procedures for handling, storing and maintaining sterile stock.

This unit applies to individuals working under general supervision and within established procedures in a range of health service organisations.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
1. Store sterile stock	1.1 Select and wear attire, ensuring personal hygiene preparations are in accordance with organisation policies and procedures
	1.2 Decant sterile stock supplied in external containers/packaging prior to transfer into the sterile stock area

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
	1.3 Identify and clean the dedicated area for storing sterile stock, following required documentation processes
	1.4 Restrict access and minimise traffic in the sterile stock area
2. Maintain packaging integrity	2.1 Minimise handling of sterile stock
	2.2 Inspect items for packaging integrity, labelling and batch control
	2.3 Follow organisation procedures for non-conforming stock
	2.4 Complete protective packaging as required
3. Maintain stock levels	3.1 Comply with sterile stock rotation practices
	3.2 Identify, remove and re-process or discard stock not complying with inventory control guidelines
	3.3 Assess and calculate stock and imprest levels
	3.4 Correctly interpret order requirements
	3.5 Prepare, fill and distribute orders to relevant destination using required documentation
	3.6 Document and report supply discrepancies according to procedures
4. Transport sterile stock	4.1 Clean and maintain trolleys and containers using appropriate cleaning procedures
	4.2 Load and handle transport equipment safely
	4.3 Follow designated route and timetable for transporting sterile stock
	4.4 Package any high-level disinfected or off-site delivery items in secure sealable easy to clean containers
5. Complete quality	5.1 Follow batch control identification procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
management requirements	5.2 Accurately complete sterile stock ordering documentation
	5.3 Assist with recall procedures according to instructions

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

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

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Assessment Requirements for HLTSTE004 Manage sterile stock

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- followed established procedures, work processes and national standards for sterile stock management on at least 3 occasions, including:
  - maintaining environmental conditions
  - maintaining stock at required levels
  - handling stock that maintains sterile condition
  - responding to non-conformance
- accurately completed documentation using manual or computerised systems
- addressed relevant work health and safety, infection control and manual handling requirements

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:

- storage and stock management principles for sterile stock:
  - types of storage requirements
  - time-related shelf life
  - event-related shelf life
  - factors that affect shelf-life of sterile stock

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    - procedures to restrict access
    - quality assurance documentation
- recall procedures
- features of a transport system required to maintain sterility of packaged items
- safe work practices in the sterilisation work area:
    - manual task risk factors and how to control for them
    - infection control
    - personal hygiene
    - personal protective equipment (PPE)

Assessment Conditions

Skills must have been demonstrated in a sterile storage area within 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:
    - a designated sterile area
    - sterile stock items
    - stock management and ordering systems
    - transport equipment
    - quality assurance documentation
    - workplace procedures to be followed
- modelling of industry operating conditions, including presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTSTE005 Care for reusable medical devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Application

This unit describes the skills and knowledge required to follow procedures for preparing, handling and inspecting of reusable medical devices during the reprocessing process.

This unit applies to individuals working under general supervision and within established procedures in a range of health service organisations.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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*
1. Prepare and handle reusable medical devices during reprocessing	1.1 Identify and sort reusable medical devices according to reprocessing requirements 1.2 Identify faulty reusable medical devices and report in line with relevant requirements, policies and procedures 1.3 Disassemble according to manufacturer’s guidelines

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ELEMENT	PERFORMANCE CRITERIA
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*
	1.4 Complete initial cleaning and waste removal processes
	1.5 Select preparation and cleaning processes suited to the design and composition of instruments
2. Inspect cleaned reusable medical devices	2.1 Inspect instruments during and after processing in line with requirements of specific item
	2.2 Inspect instruments with textured surfaces for retained debris under lighted magnification
	2.3 Inspect instruments for completeness and working function
	2.4 Follow safe work practices to conduct insulation testing as required
	2.5 Identify faults and address in line with scope of own work role

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

No equivalent unit.

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Links

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Assessment Requirements for HLTSTE005 Care for reusable medical devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

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:

- followed established procedures, work processes and national standards for the preparing, cleaning and inspecting of reusable medical devices on at least 3 occasions, including:
  - disassembly and re-assembly of multi-part reusable medical devices
  - inspection of reprocessed reusable medical devices, including:
    - scissors
    - box joints and screw joints
    - instruments with long shafts
- prepared, cleaned and inspected a range of reusable medical devices, including:
  - solid items
  - those requiring disassembly
  - those with textured surfaces
  - delicate items
  - manual and powered items
  - cannulated items
  - blind ended instruments
- identified and responded to routine process and maintenance problems and variations

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- addressed relevant work health and safety, infection control and manual handling requirements

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:

- duty of care and impact of instrument care on operative procedures and patient-care outcomes
- existence and basic requirements of AS/NZS 4187, and its role in surgical instrument care
- role of Therapeutic Goods Administration (TGA) for manufacturing registration
- product families both basic categories and instruments for specialties
- use of reusable medical devices in different operative procedures
- cleaning, testing and inspection requirements for reusable medical devices:
  - systems for identifying instruments
  - instrument design and composition and their relationship to reprocessing requirements
  - suitable detergents for different items
  - soaking to remove dyes and adhesives
  - leak testing and requirements for the processing of flexible endoscopes
  - lubrication requirements
  - importance of maintaining passivation layer
  - items requiring insulation testing and impact of insulation testing on client care
- instrument repair requirements and process

Assessment Conditions

Skills must have been 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:
  - soiled reusable medical devices
  - operational cleaning and drying equipment
  - cleaning procedures to be followed by the candidate
  - personal protective equipment
- modelling of industry operating conditions, including:
  - speed and timing requirements for the cleaning process
  - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTSTE006 Chemically disinfect reusable medical devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisites.

Application

This unit describes the skills and knowledge required to follow procedures to determine disinfection requirements, safely undertake the chemical disinfection process, and complete quality checks and documentation for reusable medical devices.

This unit applies to individuals working under general supervision and within established procedures in a range of health service organisations.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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*
1. Prepare for chemical disinfection process	1.1 Determine disinfection requirements based on Spaulding's classification 1.2 Complete initial cleaning and waste removal processes

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ELEMENT	PERFORMANCE CRITERIA
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*
	1.3 Prepare specialised items for specific cleaning processes
	1.4 Select cleaning processes according to manufacturer's recommendations
	1.5 Disassemble items for cleaning and disinfection according to manufacturer's guidelines
2. Complete chemical disinfection processes	2.1 Test and configure automated chemical disinfection machines according to procedures and manufacturer's recommendations
	2.2 Correctly interpret safety data sheets (SDS)
	2.3 Select and use instrument grade chemical disinfectants and liquid chemical sterilants according to SDS
	2.4 Make accurate measurements and calculations in chemical use
	2.5 Follow correct methods of use in accordance with manufacturer's guidelines
	2.6 Operate machines according to manufacturer's guidelines and standards
	2.7 Minimise waste during the disinfection process
	2.8 Monitor hazards during disinfection processes
	2.9 Check and complete process records
3. Check quality of chemical disinfection processes	3.1 Complete monitoring and control according to standards and manufacturing guidelines
	3.2 Use chemical test strip indicators as per manufacturer's instructions
	3.3 Complete quality management documentation
	3.4 Identify faults in the disinfection process and take action within scope of own work role

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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

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

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Assessment Requirements for HLTSTE006 Chemically disinfect reusable medical devices

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisites.

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:

- followed established procedures, work processes and national standards for the chemical disinfection of reusable medical devices on at least 3 occasions
- operated and monitored chemical disinfection equipment, including selection of appropriate disinfectants for different reusable medical devices
- identified and respond to routine process and maintenance problems and variations
- addressed relevant work health and safety, infection control and risk management requirements
- completed accurate documentation of tests, cycles and proof of process for manual or automated processes

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:

- role of chemical disinfection in client safety, and the implications of negligence
- existence and basic requirements of AS/NZS 4187 for chemical disinfection
- key aspects of Gastroenterological Nurses College of Australia (GENCA) Guidelines
- fundamental knowledge of microbiology in relation to disinfection

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- key aspects of chemical disinfection, including:
  - terminology
  - reusable medical devices requiring disinfection
  - Spaulding's classification
  - conditions and parameters for successful chemical disinfection
  - range and selection of effective chemical disinfectants based on chemical application, type of reusable medical device and manufacturer's instructions
  - Therapeutic Goods Administration (TGA) requirements for compliance, validation of disinfectant classification (registered or listed), efficacy and disinfectant labelling
  - specific monitoring equipment and procedures
  - documentation
- quality indicators for chemical disinfection
- safe work practices:
  - fume extraction devices
  - leak testing
  - infection control principles
  - microbiological testing
  - personal protective equipment (PPE)
  - protection of reusable medical devices from recontamination
  - manual task risk factors and how to control for them
  - infection control

Assessment Conditions

Skills must have been 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:
  - chemical disinfection equipment and accessories
  - monitoring and reporting equipment
  - reusable medical devices requiring chemical disinfection
- modelling of industry operating conditions, including:
  - speed and timing requirements for the cleaning process
  - presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTSTE007 Monitor and maintain cleaning and sterilisation equipment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTSTE407C//HLTSTE408C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit of competency describes the skills and knowledge required to plan and implement monitoring and maintenance requirements for cleaning and sterilisation-related equipment.

This unit applies to those working in a senior or team leader role in sterilisation services and/or reprocessing areas.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
1. Plan for monitoring and maintenance	1.1 Contribute to determination of scope and nature of monitoring and maintenance requirements 1.2 Address needs for preventative maintenance as part of the planning process 1.3 Prepare work schedules according to operational

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element* requirements and manufacturer's guidelines
2. Monitor and maintain equipment performance	2.1 Complete planned and random checks of equipment performance 2.2 Evaluate numerical and technical data to validate equipment performance and identify issues 2.3 Troubleshoot discrepancies in accordance with manufacturer's guidelines 2.4 Report issues beyond scope of responsibility without delay and according to organisation procedures 2.5 Liaise with maintenance personnel as required 2.6 Assist with implementation of contingency plans and review of critical incidents according to job role
3. Maintain records and reports	3.1 Ensure that monitoring, maintenance and repair records are complete, correct and within the work area 3.2 Evaluate and act upon non-compliant records and reports 3.3 Assist with management of recall processes 3.4 Maintain and upgrade equipment information according to current requirements
4. Review performance	4.1 Evaluate equipment performance and determine the need for changes to related work processes 4.2 Seek feedback from colleagues and end users 4.3 Assess the need for new equipment based on monitoring and provide input to purchase and commissioning 4.4 Provide input to management processes based on reviews undertaken

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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

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

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Assessment Requirements for HLTSTE007 Monitor and maintain cleaning and sterilisation equipment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTSTE407C//HLTSTE408C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 the development, implementation and evaluation of monitoring and maintenance plans for at least 2 types of cleaning equipment including at least 1 type of steriliser

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:

- features, functions and tracking and monitoring systems of different reprocessing equipment:
  - ultrasonic washers
  - washer-disinfectors
  - automated lubrication devices
  - leak testers
  - dryers
  - insulation testers
  - steam sterilisers

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  - heat sealers
  - low temperature sterilisers
- administration and record keeping requirements:
  - testing and monitoring
  - validation requirements
  - maintenance and repair
  - recall systems
  - reporting as per AS/NZS 4187

Assessment Conditions

Skills must have been 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:
  - cleaning and sterilisation equipment
  - test data for analysis
  - documentation for completion
  - equipment manuals and maintenance and repair records
- modelling of industry operating conditions, including presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTSTE008 Monitor quality of cleaning, sterilisation and packaging processes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTSTE409C//HLTSTE410B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisites.

Application

This unit of competency describes the skills and knowledge required to determine quality compliance requirements, and to assist with development and documentation of monitoring programs to ensure those requirements are met.

This unit applies to those working in a senior or team leader role in sterilisation services and/or reprocessing areas.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
1. Determine quality requirements	1.1 Contribute to risk analysis to determine scope and nature of quality requirements according to relevant standards

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
	1.2 Contribute to the development and documentation of monitoring programs for sterilisation processes
	1.3 Provide information about monitoring requirements to relevant colleagues
2. Verify effectiveness of processes	2.1 Evaluate processes against quality requirements
	2.2 Obtain technical and numerical data through use of testing and monitoring systems
	2.3 Correctly interpret data from testing and monitoring systems
	2.4 Determine need for independent verification and take action accordingly
3. Monitor administration	3.1 Monitor accuracy and completeness of records
	3.2 Evaluate and act upon non-compliant records and reports
	3.3 Maintain and update information on reporting requirements for use by sterilisation staff
4. Monitor and report on compliance	4.1 Evaluate performance against quality parameters and determine need for changes to work processes
	4.2 Adjust work processes based on outcomes of evaluation
	4.3 Seek feedback from staff and end users
	4.4 Pro-actively share information with relevant management personnel

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential *to performance.*

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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

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Assessment Requirements for HLTSTE008 Monitor quality of cleaning, sterilisation and packaging processes

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTSTE409C//HLTSTE410B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisites.

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 the development and use of monitoring programs according to national standards for at least 2 types of cleaning processes
- contributed to the development and use of monitoring programs according to national standards for both a packaging process and a sterilisation process, including:
  - documented risk analysis
  - process verification systems
  - record keeping systems
  - work instructions for monitoring processes
- evaluated incidences of non-compliance and contributed to appropriate responses

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:

- testing systems requirements for cleaning, packaging, sterilisation and storage according to relevant standards

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- administration and record keeping requirements for testing, monitoring and maintenance
- types of process problems that occur, reasons for these occurring and ways to resolve them
- risk control solutions and how these are implemented
- scope of job role and delegation and escalation within scope of job role

Assessment Conditions

Skills must have been 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:
  - test manufacturer's recommendations
  - work instructions
  - maintenance records
  - AS/NZS 4187 standards

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTTCM001 Develop Traditional Chinese Medicine (TCM) remedial massage practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to establish the foundations of Traditional Chinese Medicine (TCM) remedial massage practice, evaluate what makes a sustainable practice and then to develop an approach to own practice. It also includes the ability to communicate key information about TCM to others.

This unit applies to TCM remedial massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Establish foundations of TCM massage practice	1.1 Identify, access and interpret information on central philosophies of TCM remedial massage 1.2 Evaluate the TCM remedial massage system of treatment and its application to current health issues 1.3 Compare and contrast TCM, other complementary health modalities and broader health practice

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Represent the TCM framework	2.1 Determine information needs of different individuals and groups 2.2 Identify key messages that represent the philosophy and practice of TCM remedial massage 2.3 Communicate information about TCM remedial massage at level of depth appropriate to audience needs
3. Determine requirements for sustainable TCM massage practice	3.1 Identify key issues that affect the development and sustainability of professional practice 3.2 Identify economic, environmental, human and social considerations, and their impact on professional practice 3.3 Access, interpret and collate current information that supports professional practice
4. Develop approach to own practice	4.1 Reflect on professional goals and aspirations 4.2 Identify and assess professional opportunities in TCM remedial massage practice 4.3 Reflect on opportunities and constraints of individual personal circumstances 4.4 Make decisions about practice direction, based on reflection and research 4.5 Develop practical strategies that address own practice goals

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

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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

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Assessment Requirements for HLTTCM001 Develop Traditional Chinese Medicine (TCM) remedial massage practice

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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 critical thinking skills to:
  - reviewed and reflected on information from a range of sources about TCM remedial massage practice
  - evaluated and articulated requirements for sustainable TCM remedial massage practice
- communicated key messages about TCM remedial massage to meet the information needs of at least three different individuals or groups
- developed goals for own practice that reflect the values and philosophies of TCM

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:

- philosophies and principles of TCM:
  - historical development
  - central philosophies
    - meridians and meridian therapy
    - yin and yang
    - five elements
    - Qi, blood, body fluid and body essence

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    - five zang and six fu organs system
    - aetiology - six pathogenic factors and seven emotions
    - mechanism of TCM diseases
    - importance of personal health strategy
  - philosophical tradition of western and eastern body therapies
    - rationalistic, analytical approach to an understanding of disease
    - vitalistic, empirical approach to health
    - nature of the dynamic interchange between the physical, mental, social, environmental and spiritual landscape
  - TCM remedial massage system of treatment and effects of application to the body surface
  - different styles of treatments and their key features and purpose
    - relaxation
    - tonification
- key features of complementary therapies used in conjunction with TCM massage, including:
  - gua sha
  - cupping
  - acupuncture
  - moxibustion
- place of TCM in relation to allied health services
- professional networks and industry bodies
- different models of professional practice and their key features:
  - sole practitioners
  - employment opportunities
- components of sustainable practice:
  - economic – opportunities and viability
  - environmental
  - human – personal health, professional development
  - social responsibility
- legal and ethical considerations (national and state/territory) and how these are applied in individual practice:
  - children in the workplace
  - codes of conduct
  - continuing professional education
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - informed consent

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- insurance requirements
- mandatory reporting
- practitioner/client boundaries
- privacy, confidentiality and disclosure
- records management
- work role boundaries – responsibilities and limitations
- work health and safety

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTTCM002 Perform Traditional Chinese Medicine (TCM) remedial massage health assessments

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTTCM501C/HLTTCM502D/HLTTCM507C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to obtain information from clients about their needs, apply the four methods of Traditional Chinese Medicine (TCM) assessment and then bring information together to make a syndrome differentiation and treatment plan for remedial massage needs.

This unit applies to TCM remedial massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Determine scope of client needs	1.1 Explore and clarify client expectations
	1.2 Provide clear information about scope and limits of services to be provided
	1.3 Collect accurate and relevant health record and document in a TCM form, which can be interpreted readily by other professionals
	1.4 Recognise needs that are beyond scope of own practice and make referrals to other health care professionals as required
	1.5 Identify and respond to any barriers to information gathering and assessment
	1.6 Seek client information respectfully and sensitively
	1.7 Manage information in a confidential and secure way
2. Perform TCM four diagnostic methods	2.1 Provide information about TCM four diagnostic methods process and obtain client consent to proceed
	2.2 Follow clinical and practitioner hygiene procedures
	2.3 Respect client dignity and anticipate sensitivities
	2.4 Seek client feedback on comfort levels
	2.5 Assess client through observation, auscultation/ olfaction, interrogation and palpation methods
	2.6 Integrate four diagnostic methods information gathering techniques
	2.7 Use ongoing questioning with client to gain further information as required
	2.8 Accurately document information from the physical assessment
3. Develop treatment plan	3.1 Correlate results of TCM four diagnostic methods with case history
	3.2 Consider any available western medical information and incorporate into analysis within scope of own practice

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	3.3 Bring together TCM and western approaches to pathology
	3.4 Make TCM syndrome differentiation according to eight principles, internal organs, Qi, blood and body fluid, and to the other syndrome differentiation methods
	3.5 Analyse TCM syndrome and identify condition according to stage and related implications by assessing signs and symptoms
	3.6 Identify pre-requisites or contraindications to treatment
	3.7 Use professional judgement to draw substantiated conclusions about treatment needs
	3.8 Establish expected treatment outcomes based on the remedial massage framework and evidence
	3.9 Accurately document proposed treatment plan
4. Confirm TCM syndrome differentiation and treatment plan with client	4.1 Discuss TCM syndrome differentiation and rationale with the client
	4.2 Assign and agree treatment priorities in consultation with the client
	4.3 Schedule times and session lengths suited to the required techniques and sequences
	4.4 Respond to client enquiries using language the client understands
	4.5 Discuss referral and collaborative options with the client according to individual needs

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

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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

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Assessment Requirements for HLTTCM002 Perform Traditional Chinese Medicine (TCM) remedial massage health assessments

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTTCM501C/HLTTCM502D/HLTTCM507C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of TCM remedial massage client consultation work
- prepared for and managed at least 100 TCM remedial massage assessments - clients must include males and females from different stages of life with varied presentations
- used the TCM remedial massage framework to assess client therapeutic needs:
  - used observation, auscultation/olfaction, interrogation and palpation diagnostic methods to collect useful information
  - used different TCM syndrome differentiation knowledge to gather and analyse client conditions
- interacted effectively with clients:
  - clearly articulated information about services, treatment options and rationale
  - engaged clients in decision making

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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:

- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - working role boundaries
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- referral options for practitioners:
  - professional health services including complementary health modalities
  - community resources and support services
  - types and availability of further medical testing
- factors and barriers that may impact on assessment, including:
  - physical
  - psychological
  - cultural
- factors that affect individual health status, including:
  - constitution
  - lifestyle
  - diet
  - personal and medical history
  - values and attitudes
  - balance of rest and activity
  - physical environment
  - social environment
- factors for consideration for different genders and ages:
  - women
  - men
  - children and adolescents
  - older people
- client information required for assessment and the scope and depth of information needed regarding:

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- client objectives and expectations
- client history and its components
- client current state of health
- main clinical complaints
- signs and symptoms
  - onset
  - duration
  - location
  - quality and severity
  - non-verbal
- different ways that signs and symptoms of conditions present:
  - physical
  - psychological
  - social
  - spiritual
- features of signs and symptoms
- philosophy and principles of TCM remedial massage framework, including examination of entirety, combination of disease diagnosis and syndrome differentiation, together using of all diagnostic methods
- TCM four diagnostic methods:
  - observation: spirit, complexion, body shape, deformity, posture and tongue and coating
  - interrogation: chief complaint(s), history of present illness, emotional symptoms, pain, energy level, diet and appetite, stools and urine, female specific presentations
  - auscultation/olfaction**:** voice, breathing, sighing, cough, hiccup and belching, body smelling
  - palpation: pulse taking, chest, abdomen and four limbs palpation, channels and acu-points palpation
- TCM syndrome differentiation:
  - TCM syndrome identification according to eight principles
  - TCM syndrome identification according to internal organs
  - TCM syndrome identification according to Qi, blood and body fluid
  - TCM syndrome identification according to the others differentiation methods
- possible reactions, contraindications to treatment and/or limitations for assessment:
  - common contra-indications of TCM remedial massage - agnogenic spin injury, fracture, severe internal organ diseases, infection diseases, severe skin diseases
  - limitations of TCM remedial massage - lack of the structures, including lack of anatomic structure, pathology change at certain areas, weakness in specificity, lack of prognosis
- disease processes and affecting factors for a range of common diseases:
  - body constitution

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  - diet
  - exercise
  - emotion
  - lifestyle
  - treatment methods
- basic physiology and anatomy according to TCM framework
- relational dynamics within and between human behaviour, anatomy and physiology, pathology and the natural world
- aetiology and pathology
- disease causation, acute and chronic inflammatory processes, wound healing and haemorrhage processes
- infectious and immunity process
- character and function of channels and points
- influence of rest and activity on health status
- relationship between physical and social environment and health
- treatment planning techniques and considerations

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - health assessment/client consultation forms
  - private consultation area
  - massage table
  - massage towels
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a TCM remedial massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents TCM remedial massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

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Links

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HLTTCM003 Provide Traditional Chinese Medicine (TCM) remedial massage treatments

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTTCM503D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to prepare for and provide therapeutic Traditional Chinese Medicine (TCM) massage treatments based on the outcomes of an existing health assessment and treatment plan.

This unit applies to TCM remedial massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare client for treatment	1.1 Interpret treatment plan and clearly outline how the

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	treatment will be provided and managed
	1.2 Explain factors which may interfere with the effectiveness of the treatment
	1.3 Inform the client of possible physical or emotional reactions during and following a session and the appropriate course of action to take
	1.4 Follow established protocols to physically prepare the client for treatment
	1.5 Confirm client consent for treatment
2. Apply therapeutic techniques	2.1 Determine treatment sequence, location and degree of pressure according to assessment indications and treatment plan
	2.2 Apply TCM remedial massage techniques protocol
	2.3 Use the condition and response of the client as a continual feedback to the initial assessment
	2.4 Position client to optimise their comfort and support while allowing for optimum application of techniques
	2.5 Maintain appropriate therapist postures that ensure a controlled distribution of body weight
	2.6 Maintain client-focused attention throughout the treatment session
	2.7 Recognise reactions to treatment and respond promptly
3. Provide advice and resources for the client	3.1 Educate client in relevant and practical techniques that support the treatment plan
	3.2 Answer client queries with clarity, using language the client understands
	3.3 Use honesty and integrity when explaining treatment plans, schedules and recommendations to the client
	3.4 Promote client independence and responsibility in treatment

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	3.5 Discuss and agree on evaluation strategies
	3.6 Accurately document treatment provided and details of client communications

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

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

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Assessment Requirements for HLTTCM003 Provide Traditional Chinese Medicine (TCM) remedial massage treatments

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and metadata. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTTCM503D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of TCM remedial massage client consultation work
- prepared for and managed at least 100 different TCM remedial massage treatment sessions - clients must include males and females from different stages of life with varied presentations
- used all of the following essential manual techniques according to the TCM remedial massage framework:
  - press (an fa)
  - rub (mo fa)
  - push (tui fa)
  - grasp (na fa)
  - acupressure (dian xue fa)
  - pinch (nie fa)
  - roll (gun fa)
  - knead (rou fa)

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- separate (bo fa)
- twist (cuo fa)
- vibrate (zhen fa)
- shake (dou fa)
- percussion (kou fa)
- circumduct (yao fa)
- stretch (bashen fa)

- applied the following essential methods according to client needs:
  - cupping (ba guan)
  - skin Scraping (gua sha)
  - moxibustion (ai jiu)

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:

- legal and ethical considerations (national and state/territory) for client assessment:
  - codes of conduct
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - working role boundaries
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
- work health and safety (WHS)
- location of acupressure points on the 12 primary meridians, ren mai and du mai
- TCM remedial massage techniques/methods and how to apply them, including what each technique does, what effects it might have and what the cautions and contraindications are, for the following:
  - press (an fa)
  - rub (mo fa)
  - push (tui fa)
  - grasp (na fa)
  - acupressure (dian xue fa)
  - pinch (nie fa)
  - roll (gun fa)
  - knead (rou fa)

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  - separate (bo fa)
  - twist (cuo fa)
  - vibrate (zhen fa)
  - shake (dou fa)
  - percussion (kou fa)
  - circumduct (yao fa)
  - stretch (bashen fa)
- contraindications to treatment:
  - the client who has excessive agitation, violent rage or deep sorrow conditions
  - the client who is extremely hungry
  - the client who has infectious and inflammatory diseases
  - the client who has circulatory condition which could result haemorrhaging
  - at client's bone fracture site
  - at client's skin area with eczema or tinea conditions
  - at a client's bleeding area
  - at a client's lumps and tissue change site
  - heavy manipulation/pressure to the client's abdomen and lumbosacral area during pregnancy or menstruation
  - heavy manipulation/pressure for a client who is old, young and frail
- potential reactions during treatment and how to respond:
  - syncope
  - excessive sweating
  - discomfort
  - emotional reactions
  - muscular spasms
  - body temperature discomfort
- potential reactions following treatment and appropriate client advice:
  - exacerbation of pain
  - muscle sensitivity
  - sleepiness
  - types of advice and resources that can be provided to clients for their use outside the clinical environment
  - diet
  - exercise
  - lifestyle
- documentation requirements for recording treatment details
- common disease states and functional problems of each body system
- fundamental principles of biomechanics
- major endangerment sites and therapist responsibility and limitations - areas where nerves and blood vessels lie close to the skin and are not well protected, including:

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  - anterior triangle of the neck
  - posterior triangle of the neck
  - anterior throat
  - axillary area
  - twelfth rib dorsal body
  - inguinal triangle
  - umbilicus area
- essential methods:
  - cupping (ba guan)
  - skin Scraping (gua sha)
  - moxibustion (ai jiu)

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - private consultation area
  - massage table
  - massage towels
  - massage oils
  - cups
  - gua sha facilities
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must:

- have at least 3 years current clinical experience working as a TCM remedial massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents TCM remedial massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

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Links

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HLTTCM004 Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTTCM504C/HLTTCM505C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

Application

This unit describes the skills and knowledge required to adapt assessment and treatment strategies to meet the needs of clients of different genders and at different stages of life. It also includes the requirement to be able to identify and respond to other specific needs with which the practitioner may be unfamiliar.

This unit applies to Traditional Chinese Medicine (TCM) remedial massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Adapt assessment and treatment strategies to stages of life	1.1 Anticipate and take account of varying potential client sensitivities to ensure client dignity is maintained 1.2 Tailor approaches that take account of different cognitive abilities of clients at different stages of life 1.3 Adjust physical processes to take account of client capabilities and physical body features 1.4 Recognise norms and deviations associated with age and gender 1.5 Identify when consent from others is required, and obtain and document according to legal and ethical requirements
2. Respond to unfamiliar presentations	2.1 Recognise situations where presenting cases or aspects of presenting cases fall outside current knowledge base or expertise 2.2 Refer client to other practitioners when case is not appropriate to own scope of practice 2.3 When appropriate to continue with the case, identify, access and interpret sources of additional information and advice 2.4 Enhance own capacity to deal with the case by conducting case specific research 2.5 Integrate findings into client treatment plans and record details
3. Extend and expand own knowledge base	3.1 Pro-actively identify and respond to professional development opportunities 3.2 Develop and adjust work practices as part of ongoing practice development

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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

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

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Assessment Requirements for HLTTCM004 Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs

Modification History

Release	Comments
Release 2	Corrections to typographical errors in Performance Evidence. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTTCM504C/HLTTCM505C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of TCM remedial massage client consultation work
- managed at least 100 TCM remedial massage assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- effectively adapted communication, assessment and treatment strategies to meet client needs
- conducted case specific research for at least 3 cases, where key aspects of the condition are not known to the candidate

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:

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- legal and ethical considerations (national and state/territory) for working with specific groups:
  - children in the workplace
  - codes of conduct
  - discrimination:
    - age
    - disability
    - racial
    - sex
  - duty of care
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries:
    - working within scope of practice
    - presenting symptoms that require referral to a medical practitioner
  - work health and safety
- treatment management factors that must be considered for clients of different genders and at different stages of life
  - case taking
  - variations in approach to physical examination
- major developmental milestones for different stages of life
- features of common health conditions that affect the following groups and how those conditions are assessed and treated in the TCM remedial massage framework:
  - children
  - adolescents
  - adult females at different stages of life
  - adult males at different stages of life
  - those with traumatic conditions
- factors for consideration when providing any form of palliative care
- professional responsibilities when presenting cases fall outside of practitioner's current scope, including:
  - when referral is appropriate or required
  - information and advice sources
  - case research techniques
- theory of gynaecology and obstetrics according to TCM, including:
  - birth options and settings
  - contraindications and precautions

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  - cultural perspectives on birth and birthing
  - gestational disorders
  - gynaecological and obstetric TCM physiology, pathology, aetiology, diagnosis, differentiation of gynaecological conditions
  - pre and post-partum disorders
  - the development of TCM gynaecology and obstetrics
  - the TCM Remedial Massage therapist as part of the neonatal health practitioner team
  - the treatment of pain, anxiety and other conditions during labour
  - therapeutic principles and methods
- theory of paediatric massage according to TCM, including:
  - contraindications and precautions
  - paediatric TCM physiology, pathology, aetiology, diagnosis, differentiation of paediatric conditions
  - the development of paediatric TCM
- theory of TCM traumatology:
  - contraindications and precautions
  - functional and clinical anatomy
  - stretches, mobilisations and remedial exercises in TCM traumatology
  - TCM pathology, aetiology, diagnosis and differentiation of traumatic disorders
  - the development of TCM traumatology
  - the use of liniments, poultices and ointments

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - private consultation area
  - massage table
  - massage towels
  - massage oils
  - cups
  - gua sha facilities
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors

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In addition, assessors must:

- have at least 3 years current clinical experience working as a TCM remedial massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents TCM remedial massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTTCM005 Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments, both from an individual client and whole of practice professional development perspective.

This unit applies to TCM remedial massage therapists.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Evaluate client progress	1.1 Seek client feedback about treatment impacts and compliance with the treatment plan 1.2 Make own observations and assessment of client changes based on TCM remedial massage framework 1.3 Evaluate treatment impacts in relation to client's physical, mental, spiritual and emotional wellbeing 1.4 Compare changes and improvements with expectations in the treatment plan, existing research and evidence from own practice

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.5 Seek additional information from clients when progress suggests this is needed
	1.6 Accurately document progress in client treatment plan
2. Adjust treatment based on evaluation	2.1 Determine the need for adjustment to treatment plan based on evaluation of client progress
	2.2 Identify and respond to factors that may be inhibiting client progress
	2.3 Adjust treatment plans based on outcomes and sources of research or evidence that support massage practice
	2.4 Accurately document any adjustments to treatment plans
3. Develop practice from client evaluation	3.1 Review progress of clients in context of own individual practice
	3.2 Identify areas of own practice for further research or development to support client outcomes
	3.3 Pro-actively seek and respond to professional development opportunities

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

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unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for HLTTCM005 Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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 the activities outlined in the performance criteria of this unit during a period of at least 200 hours of client consultation work
- managed at least 100 TCM remedial massage assessment and treatment sessions - clients must include males and females from different stages of life with varied presentations
- monitored and evaluated TCM remedial massage treatments provided to at least 5 different clients with at least 3 treatments per client

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:

- types of criteria by which TCM treatments are evaluated
- expectations of treatment for different conditions and client groups, and factors that impact on those expectations:
  - client history
  - contraindications
  - compliance
  - interactions with other treatments
- methods of monitoring treatment progress
  - re-assessment
  - client feedback

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- barriers to therapeutic progress and ways to respond within a TCM framework
- sources of research and evidence that support TCM remedial massage practice
- principles underpinning continuation or variation of treatment

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
  - client information – case history, treatment plan
  - private consultation area
  - massage table
  - massage towels
  - massage oils
  - cups
  - gua sha facilities
- modelling of industry operating conditions, including provision of services to the general public
- clinic supervision by a person who meets the assessor requirements outlined below for at least 120 of the 200 hours of client consultation work

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors

In addition, assessors must:

- have at least 5 years current clinical experience working as a TCM remedial massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents TCM remedial massage therapists\
- fulfil the continuing professional development requirements of the professional body to which they belong

Links

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

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HLTTHE001 Handle and care for operating theatre equipment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTTH302D/HLTTH404D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to prepare theatre equipment, provide basic maintenance support, and contribute to effective use of equipment by providing basic instruction to others on equipment operation.

This unit applies to operating theatre technicians and other theatre staff who work under supervision in the operating theatre.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Select and prepare operating theatre equipment	1.1 Identify equipment and consumables requirements, based on consultation with operating theatre team, review of operating list and surgeon preferences 1.2 Set up, correctly position, and check equipment and consumables in accordance with standard and additional infection control procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.3 Assemble, connect and test components in accordance with specific equipment requirements
	1.4 Re-position equipment during theatre procedures, as required by specific procedure
	1.5 Accurately document the use of theatre equipment as required
	1.6 Withdraw from use and replace equipment if considered not safe for use
2. Support equipment maintenance	2.1 Identify and correct minor equipment problems within scope of own job role
	2.2 Refer equipment maintenance to a specialist as required by scope and nature of problem and organisation policy and procedures
	2.3 Maintain accurate maintenance log book as required
	2.4 Schedule equipment for maintenance based on the needs of the operating theatre
	2.5 Maintain communication with relevant operating theatre staff in relation to equipment maintenance
3. Disassemble and store operating theatre equipment	3.1 Follow shut-down procedures in accordance with manufacturer’s recommendations
	3.2 Assemble and disassemble equipment in accordance with manufacturer’s recommendations and manual task risk principles
	3.3 Dispose of waste in accordance with infection control protocols and organisation policies and procedures
	3.4 Clean equipment using cleaning agent suited to the equipment and in accordance with organisation policy and procedures
	3.5 Safely store equipment in accordance with manufacturer’s recommendations and manual task risk principles

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
4. Contribute to operating theatre operations	4.1 Provide clear and correct instructions on equipment operation to individual members of the theatre team as required 4.2 Review equipment effectiveness from a theatre technician's perspective and provide feedback to relevant personnel 4.3 Participate as required in team evaluations of equipment being considered for potential purchase and share information from the theatre technician's perspective

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

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

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Assessment Requirements for HLTTHE001 Handle and care for operating theatre equipment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTTH302D/HLTTH404D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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:

- followed established technical, infection control and safety procedures and instructions for set-up, shut-down, cleaning and storage of operating theatre equipment on at least 3 occasions
- performed routine maintenance procedures on at least 3 different types of equipment

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:

- scope of operating theatre technician role in working with equipment, including limitations
- medico-legal implications in relation to the use of equipment by the technician in the operating suite environment
- standard and additional infection control procedures that apply to:
  - the operating theatre environment
  - equipment within the operating theatre
- types of theatre equipment and their purpose, including:
  - theatre fixtures and fittings

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  - furniture
  - surgical equipment
  - consumables and their sustainable use
- features of operating theatre equipment in relation to:
  - set up
  - assembly and connection
  - preparation for use
  - safe manual handling and risk factors for manual tasks
- intra-operative client safety considerations concerning the location and movement of equipment
- routine equipment maintenance procedures, including:
  - checking
  - calibration
  - cleaning
  - replacement of consumables
  - scheduled maintenance
- types of problems that occur with operating theatre equipment and when specialist maintenance is required
- procedures for organising specialist maintenance

Assessment Conditions

Skills must have been 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:
  - a fully equipped operating theatre
  - documented procedures for the candidate to follow
- modelling of industry operating conditions, including presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTTHE002 Assist with preparation of clients for operative procedures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Removed prerequisite.

Application

This unit of competency describes the skills and knowledge required to prepare, transfer and position clients for operative procedures.

This unit applies to operating theatre technicians and other theatre staff who work under the supervision of the anaesthetist and other members of the operating room team.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare clients for procedure	1.1 Determine preparation needs from review of information
	1.2 Select and use personal protective equipment appropriate to procedure
	1.3 Adopt standard and additional infection control guidelines and precautions according to organisation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	documented procedure
	1.4 Attach equipment safely and securely to appropriate sites
	1.5 Safely detach equipment when no longer required with minimum risk of damage to client, staff or equipment
	1.6 Safely store equipment in accordance with manufacturer's recommendations, or prepare ready for re-use
	1.7 Follow established procedures if equipment is found to be faulty
2. Assist with client transfer	2.1 Identify correct operating table and table orientation before client is transferred
	2.2 Inform relevant personnel of actions to be performed
	2.3 Detach equipment not required following correct procedure and infection control requirements
	2.4 Safely and correctly adjust equipment attached to client during transfer
	2.5 Maintain a safe working area and clear passage at all times assessing and controlling for manual task risk factors
	2.6 Minimise and respond to client discomfort during transfer
	2.7 Re-connect and position equipment once transfer is completed following infection control requirements
	2.8 Maintain client's dignity before, during and after transfer
3. Position clients for operative procedure	3.1 Inform client of positioning procedure, reassure and seek co-operation as required
	3.2 Ensure relevant equipment is available and correctly positioned
	3.3 Take into account individual client needs and confirm

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	with relevant personnel
	3.4 Follow correct manual handling procedures and seek assistance
	3.5 Safely position client to meet the requirements of the anaesthetist and surgeon and the clients condition
	3.6 Seek confirmation of correct position from anaesthetist and surgeon
	3.7 Maintain the client in correct position as required, using assistive equipment when available
	3.8 Maintain client's dignity during positioning

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

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

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Assessment Requirements for HLTTHE002 Assist with preparation of clients for operative procedures

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Removed prerequisite.

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:

- followed established technical, infection control and safety procedures and instructions for the preparation, transfer and positioning of at least 3 different clients

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:

- legal and ethical considerations for theatre work and how these are applied in organisations, including:
  - children in the workplace
  - duty of care
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations when working with clients
  - work health and safety

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- standard and additional infection control procedures that apply to the operating theatre environment
- features and functions of equipment that needs be handled when preparing clients:
  - during transfer
  - during positioning
- medical terms used in the operating room relevant to technician work
- additional infection control procedures that apply to the operating theatre environment
- human anatomy and physiology in relation to client transfer and positioning, including:
  - normal and abnormal body positions
  - joint movement
  - features of body locations where equipment may need to be attached/detached
- different positions required for operative procedures, associated risks, and how to position clients, including:
  - supine
  - prone
  - lateral
  - lithotomy
- risks, precautions and techniques for protecting clients during moving and positioning
- safe manual handling and risk factors for manual tasks

Assessment Conditions

Skills must have been 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:
  - a fully equipped operating theatre
  - beds
  - documented procedures that the candidate follows
- modelling of industry operating conditions, including presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTTHE003 Provide intra-operative equipment and technical support

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to provide equipment and technical support during operative procedures.

This unit applies to operating theatre technicians and other theatre staff who work under the direction of surgical and anaesthetic medical staff.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Maintain sterile field	1.1 Conform with aseptic principles when moving around a sterile field to prevent contamination 1.2 Report personal and other staff breaches of aseptic principles to the relevant staff in accordance with organisation policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Monitor equipment performance	2.1 Switch on warning devices and check correct operation
	2.2 Check levels of gas, electrical and vacuum supplies are adequate for procedure and confirm back-up supply as required
	2.3 Observe equipment while in use, recognise faults, and take immediate action to avoid danger to clients, staff and equipment in accordance with organisation policy and procedures
	2.4 Follow established procedures to rectify faulty equipment
	2.5 Complete accurate equipment documentation in accordance with organisation policy and procedures
3. Attach and detach equipment	3.1 Select and use appropriate personal protective equipment
	3.2 Select appropriate client attachments and attach safely and securely to appropriate sites under the guidance of medical staff
	3.3 Re-position client attachments during theatre procedures as required
	3.4 Safely detach client attachments using techniques that minimise risk of damage to client, staff or equipment
	3.5 Provide counter-traction during orthopaedic and plastic procedures and manipulations as directed
4. Connect irrigation	4.1 Select correct irrigation and sequencing for operative procedure under the guidance of the medical staff
	4.2 Check information about irrigation type, sterile integrity and expiry date
	4.3 Connect irrigation to sterile giving set using correct aseptic techniques

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	4.4 Change irrigation using aseptic techniques
	4.5 Communicate the volume, type and number of irrigation bags to scout nurse
	4.6 Dispose of used irrigation bags/giving sets according to organisational policy and procedures
5. Adjust surgical equipment	5.1 Handle surgical equipment under the guidance of medical staff and within manufacturer's guidelines
	5.2 Connect surgical equipment to electrical, vacuum, gas supply in accordance with standard operating procedures
	5.3 Adjust surgical equipment settings in accordance with manufacturer's guidelines under guidance of surgical and anaesthetic medical staff
	5.4 Clearly communicate accurate readings to medical staff as required
	5.5 Recognise and clearly communicate alarms/warnings, abnormal readings and equipment usage times to medical staff as required
	5.6 Use aseptic techniques to pass sterile equipment/lines from the surgical team and connect to surgical equipment

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.

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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

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Assessment Requirements for HLTTHE003 Provide intra-operative equipment and technical support

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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:

- followed established technical, infection control and safety procedures and instructions for equipment support in a range of different situations, including at least one of each of the following:
  - during emergencies
  - re-positioning
  - change of surgical procedure

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:

- scope of operating theatre technician role in working with equipment, including limitations
- medico-legal implications in relation to the use of equipment by the technician in the operating suite environment
- standard and additional infection control procedures that apply to:
  - the operating theatre environment
  - equipment within the operating theatre

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- types of surgical equipment, their purpose and specific hazards and precautions in relation to safety of client and staff, including:
  - electrical safety
  - settings of equipment
- features and use of surgical equipment in relation to:
  - set up
  - assembly and connection
  - preparation for use
  - safe manual handling
- irrigation equipment, its use and associated hazards
- human anatomy and physiology in relation to client transfer and positioning, including:
  - normal and abnormal body positions
  - joint movement
  - features of body locations where equipment may need to be attached/detached
- different positions required for operative procedures, associated risks, and how to position clients, including:
  - supine
  - prone
  - lateral
  - lithotomy
- operating room air-conditioning and ventilation systems and their impact on the technician's role and work practices

Assessment Conditions

Skills must have been 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:
  - fully equipped operating theatre
  - documented procedures that the candidate must follow
- modelling of industry operating conditions, including presence of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTWHS001 Participate in workplace health and safety

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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
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 describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Reading* – in order to accurately read and interpret workplace safety policies and

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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

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Assessment Requirements for HLTWHS001 Participate in workplace health and safety

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment.

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.

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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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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HLTWHS002 Follow safe work practices for direct client care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Revised scope of unit to reflect requirements of workers in direct client care environment. New evidence requirements for assessment.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	4.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area
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 describe those required skills (language, literacy, numeracy and employment skills) 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

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Assessment Requirements for HLTWHS002 Follow safe work practices for direct client care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Revised scope of unit to reflect requirements of workers in direct client care environment. New evidence requirements for assessment.

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.

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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 muscoskeletal 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:

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- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTWHS003 Maintain work health and safety

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of supervisor and/or line manager.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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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 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

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) 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

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Assessment Requirements for HLTWHS003 Maintain work health and safety

Modification History

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Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of supervisor and/or line manager.

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)

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- 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.

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Assessment must ensure use of:

- current workplace policies and procedures for WHS.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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HLTWHS004 Manage work health and safety

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. 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).

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).

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish work health and	1.1 Access and interpret legislation, regulations, code

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
safety practices	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 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

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
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 against the plan and update plans as required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) 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

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Assessment Requirements for HLTWHS004 Manage work health and safety

Modification History

Release	Comments
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Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. 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).

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

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- 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.

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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 Standards for Registered Training Organisations (RTOs) 2015/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

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HLTWHS005 Conduct manual tasks safely

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to recognise potentially hazardous manual tasks, and then to prepare for and complete those tasks in a safe manner.

This unit applies to all workers involved in manual handling tasks.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice. The Hazardous manual tasks code of practice applies to this work.

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. Identify manual tasks involving risk	1.1 Recognise manual tasks that may involve risk to self or others 1.2 Identify risk factors that make the manual task hazardous 1.3 Determine the nature and extent of the risk 1.4 Follow organisation procedures for controlling

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	hazardous manual tasks
2. Prepare for manual tasks	2.1 Prepare workplace layout and environment according to organisation procedures
	2.2 Organise task and workflow appropriately
	2.3 Prepare and package loads for movement, taking account of specific requirements for different materials and organisation procedures
	2.4 Select and use personal protective equipment appropriate to the task
	2.5 Ensure task is within personal capabilities
3. Complete manual tasks	3.1 Use appropriate posture and handling techniques to reduce muscle load on exertion
	3.2 Select, adjust and use mechanical aids and handling devices according to manufacturers instructions
	3.3 Pace and schedule tasks according to procedures
4. Contribute to safe work practices	4.1 Identify hazardous manual tasks and report to supervisor according to organisation procedures
	4.2 Follow organisation procedures for reporting symptoms of injury or actual injury to self and others
	4.3 Participate in workplace safety activities and contribute to the improvement of manual tasks
	4.4 Contribute to risk management approach to reduce risks from manual tasks

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and

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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

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Assessment Requirements for HLTWHS005 Conduct manual tasks safely

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed legally compliant workplace procedures to prepare for and complete at least 3 different manual tasks relevant to the work role
- contributed to a consultation process about improving manual handling safety

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 information from work health and safety (WHS) regulations relating to manual tasks and national code of practice
- role and responsibilities of the employer and employees in relation to manual handling safety
- ways in which individual workers are involved in consultation about workplace health and safety
- reporting mechanisms required for workplace injury and compensation claims
- key aspects of the risk management approach to manual tasks
- risk factors and potential sources of risks of hazardous manual tasks:
  - repetition

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    - forces
    - postures
    - vibration
    - systems of work
- types of manual task activity and the types of injuries that can result
- the relationship between the human body and risk of injury from performing manual tasks
- functions of the human body:
    - basic function of the spine
    - body postures
    - types of muscles
    - principles of levers
- manual handling techniques that support safe work practice:
    - preparing the load/client
    - preparing the environment
    - using the stronger muscles in the legs where possible, rather than spinal muscles
    - maintaining a neutral spine when lifting and carrying
    - using two hands to lift or carry
    - keeping the load close to the body/centre of gravity
    - avoiding lifting objects above shoulder height
    - minimising repetitive movements
    - positions not held for long periods of time
    - avoiding twisting by repositioning feet whilst turning
- types and operational features of mechanical aids, tools and equipment

Assessment Conditions

Skills must have been 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:
    - compliant workplace procedures
    - materials, loads and equipment as required by the individual workplace
- modelling of industry operating conditions, including:
    - presence of hazards
    - integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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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

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HLTWHS006 Manage personal stressors in the work environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to maintain health and wellbeing by preventing and managing personal stress.

This unit applies to work in a range of health and community services settings, in particular work roles that operate in high stress situations and circumstances.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Develop strategies to manage personal stress	1.1 Recognise sources of stress in own job role 1.2 Recognise triggers and own response to stress 1.3 Identify strategies to effectively prevent, reduce and manage stress 1.4 Identify internal and external options and resources for

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	additional support
	1.5 Develop a personal stress management plan that responds to identified stressors and triggers
2. Implement stress management strategies	2.1 Use strategies from personal stress management plan that address personal triggers and stressors
	2.2 Organise own workload to minimise stress and inform relevant personnel of any variations and difficulties affecting work requirements
	2.3 Identify and adopt strategies to balance work/life priorities
3. Evaluate stress reducing strategies	3.1 Monitor and review effectiveness of stress management strategies
	3.2 Adjust strategies not meeting the desired outcome and recognise when additional resources and/or support is needed
	3.3 Access internal or external options and resources for additional support to meet desired outcomes of the stress management plan

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

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

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Assessment Requirements for HLTWHS006 Manage personal stressors in the work environment

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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, implemented and reviewed 1 personal stress management plan that includes identified sources, triggers and responses to stress
- used strategies from personal stress management plan to manage 2 stressful situations in the workplace involving colleagues and/or clients

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:

- sources of stress and how they manifest in health and/or community services work environment including:
  - complex client behaviour (emotional, aggressive, cognitive deficit, non-compliance)
  - grief and loss experienced by workers
  - exposure to stressful working conditions and stressful incidents
- work planning and prioritisation techniques e.g. time management strategies
- legal rights relating to the Fair Work Act
- services available for referral, both within the organisation and in the community e.g. informal/formal debriefing sessions and/or workplace counselling

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- self-care techniques including:
  - impact of exercise, diet and nutrition on physical health
  - work/life balance strategies
  - complementary and alternative health options

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/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

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LGACOM407B Manage finances within a budget

Modification History

LGACOM407B Release 2: Layout adjusted. No changes to content.

LGACOM407B Release 1: Primary release.

Unit Descriptor

This unit covers allocating funds, managing cash flows and preparing financial reports. It is appropriate for council staff with authority and responsibility for the management of budgeted funds.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Allocate funds	1.1. Funds are allocated according to agreed priorities and council requirements. 1.2. All ***relevant people*** are kept informed of resource decisions, allocations and usage. 1.3. Records of resource allocation and usage are current and complete according to relevant legislation and council or departmental requirements.
2. Manage cash flow	2.1. All documentation on cash flow is up to date and accurate. 2.2. Cash receipts and payments are monitored against budgeted cash flow. 2.3. Relevant employees and departments are consulted to determine the likely pattern of cash flows and to anticipate any unusual receipts or payments. 2.4. Forecasts of future cash flows are made in accordance with available information. 2.5. Cash budgets are presented in the approved format and clearly indicate net cash requirements. 2.6. Significant deviations from the projected cash flow requirements are identified, assessed and appropriate action is taken. 2.7. Cash budgets are developed to ensure effective utilisation of available funds whilst maintaining an adequate level of liquidity.
3. Monitor and control activities against budget	3.1. Systems are implemented to facilitate timely and accurate monitoring of actual income and expenditure against budgetary predictions. 3.2. Actual income and expenditure are checked against budgets at regular designated intervals. 3.3. Deviations from expected budget estimates or expenditure are identified and addressed and/or reported according to council requirements. 3.4. Departments and relevant employees are advised of financial status with regard to budget allocations and expenditure.
4. Prepare reports	4.1. Accurate, clear and concise financial reports are prepared within required time frames according to council or departmental ***auditing and legislative requirements***.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- forecasting
- contingency management
- review
- reporting
- consultation

Required Knowledge

- relevant legislation and Australian accounting standards
- auditing requirements
- relevant council or departmental requirements and guidelines, and including sustainability practices
- budget processes and procedures
- relevant accounting procedures

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: • identify unexpected changes, such as loss of income or funding, and minimise impact • manage finances within budget • manage any variations in accordance with council procedures.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to

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	the workplace environment.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a workplace or simulated case study that provides the following resources: • financial management systems and records • copies of relevant legislation and accounting standards • examples of council guidelines and procedures

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.

Relevant people may include:	• employees affected by the budget • management • finance department • elected members • any relevant people or bodies outside council • contractors • members of the public
Auditing and legislative requirements may include:	• Australian accounting standards • local government act • regulations

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Unit Sector(s)

Common.

Competency field

Not applicable.

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LGACOM503B Prepare a budget

Modification History

LGACOM503B Release 2: Layout adjusted.

LGACOM503B Release 1: Primary release.

Unit Descriptor

This unit covers the development and finalisation of a budget. The unit is appropriate for council staff responsible for the preparation of budgets in their capacity as supervisors, departmental managers or project managers.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect and collate relevant data	1.1.***Data*** required for ***budget*** preparation is identified and accessed. 1.2.Previous budgets and the financial implications of council's current activities and plans are analysed and evaluated. 1.3.***Relevant people*** are consulted and given the opportunity to contribute to the budget planning process. 1.4.Possible changes of circumstance that will impact on the budget are identified. 1.5.Any anomalies in the information received are checked with the appropriate person.
2. Justify proposals for expenditure	2.1.Estimates of costs and benefits are made that are supported by valid and relevant information. 2.2.Assessments of alternative courses of action are considered in making the final recommendations. 2.3.Appropriate members of staff are encouraged to contribute to the recommendations. 2.4.The net benefits likely to be achieved from the expenditure are clearly indicated. 2.5.Possible future variations in levels of activity are taken into account. 2.6.Recommendations are presented clearly, concisely and in an appropriate format. 2.7.Where challenges to the proposal are made, further explanation is given to promote acceptance. 2.8.Estimates are compared with actual costs and benefits and used to improve future calculations.
3. Seek out alternative or additional financial opportunities	3.1.Effective and comprehensive methods for discovering alternative or additional sources of funding or income are employed. 3.2.Sources of funding or income are assessed to ensure they comply with council objectives and policies. 3.3.Management/council approval for funding submission or income-generating activity is obtained where necessary. 3.4.Funding proposals are prepared and submitted.
4. Prepare draft budget for comment	4.1.The draft budget is prepared to accurately reflect the financial requirements of the department, service or council.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. he draft budget is clear and accurate and presented in an appropriate format. 4.3.Income and expenditure estimates are clearly identified and are supported by valid, reliable and relevant information. 4.4.The draft budget is prepared consistent with council objectives and ensures the efficient and effective operation of council in the short, medium and long term. 4.5.The draft budget is completed within required time frame. 4.6.The draft budget is circulated to appropriate people for comment.
5. Prepare final budget	5.1.Comments on draft budget are considered and relevant people are advised of implications. 5.2.Required modifications to draft budget are agreed and incorporated. 5.3.Proposed budget is completed in required format within required time frame. 5.4.Proposed budget is negotiated through appropriate budgetary meeting. 5.5.***Relevant people*** are informed of budget requirements in a timely and accurate manner.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- negotiation with internal and external customers
- report presentation
- financial analysis and research
- interpretation
- consultation in a culturally diverse workforce.

Required Knowledge

- relevant financial and accounting standards
- council policies and procedures
- budget processes and procedures
- relevant computer software

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Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	This unit requires the preparation of budgets with particular demonstration of: • budget development in accordance with established financial and accounting standards and council policies, procedures and time lines • effective and efficient operations as a result of the budget preparation.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a workplace or simulated case study that provides the following resources: • relevant financial and accounting standards • council policies and procedures • financial data • relevant computer software.

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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.

Budget may include:	• departmental budget • budget for a particular service or project • operational income and expenditure • strategic and management plan objectives • cash flow management • asset replacement • asset sales • entrepreneurial ventures and available revenue sources
Relevant people may include:	• public, when budget is made available for public comment • other council staff
Data may include:	• previous budget • employee costs • overhead costs • council policy

Unit Sector(s)

Common

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LGAEHRW505B Implement strategies to minimise the impact of waste on the environment

Modification History

LGAEHRW505B Release 2: Layout adjusted.

LGAEHRW505B Release 1: Primary release.

Unit Descriptor

This unit covers the implementation and monitoring of strategies to reduce the impact of waste on the environment.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance within councils of varying size and locations. Knowledge of the legislation and regulations within which councils must operate is essential. The role of council staff, elected members and management in protecting and managing the natural and built environment must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine the effectiveness of the environmental impact of current practices	1.1 Impact of existing ***waste*** management practices is noted against legislation, industry standards, and council and community requirements and expectations. 1.2 Data contributing to ***cost-benefit analysis*** is collected on existing waste management practices. 1.3 The effects of existing waste practices on the environment are regularly monitored. 1.4 The waste impact cycle is monitored for components of ***waste stream*** in council area. 1.5 Resource usage in waste impact cycle is measured accurately.
2. Monitor waste reduction targets	2.1 Targets for reducing ***impact*** of waste are monitored in accordance with community standards and relevant authority requirements. 2.2 Performance is measured accurately, regularly and in a cost-effective manner. 2.3 Statistical comparisons are made between targets and performance to establish accurately if targets have been met.
3. Contribute to the development of a waste impact reduction plan	3.1 Consultation with the community and relevant ***authorities*** and organisations is undertaken as directed to assist in developing targets and ***strategies*** to reduce waste impact. 3.2 Criteria to prioritise strategies are suggested. 3.3 Information to assist comparison with similar methods in practice elsewhere and assess effectiveness of strategies is contributed. 3.4 Appropriate trial and sampling techniques are followed.
4. Follow strategies to reduce waste impact	4.1 Strategic priorities are followed to provide the most effective resolution of issues within available resources. 4.2 Processes are monitored to ensure the strategy is achieving objectives and modifications are suggested as required. 4.3 Program time lines, schedules and targets are followed to enable strategy objectives to be met.
5. Monitor effectiveness of strategies to reduce waste	5.1 ***Data*** is collected and analysed on a regular basis to provide accurate measures of performance. 5.2 Comparisons are made with strategy objectives to assess effectiveness. 5.3 Changes to implemented strategy are suggested as warranted to ensure outcomes are achieved. 5.4 Information obtained during monitoring and review is

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ELEMENT	PERFORMANCE CRITERIA
	suggested to develop new strategies based on accumulated knowledge and experience.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- technical and community research
- support analysis
- consultation

Required Knowledge

- waste management practices
- waste impact on environment
- waste reduction practices
- monitoring processes
- council budgeting and planning processes
- regulations
- standards
- policies
- legislation
- community needs and expectations
- relevant organisations

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	• Data on the waste stream is collected and analysed to standards of council plans. • Council policies, protocols and relevant legislation are

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	followed in monitoring waste activity. • Consultation is undertaken as directed to identify strategies and distribute information. • Strategy implementation and monitoring is undertaken to identified standards
Context of assessment	On the job or in a simulated work environment.
Relationship to other units(prerequisite or co-requisite units)	To enable holistic assessment this unit may be assessed with other units that form part of the job role in particular: LGAEHRW503B Implement programs for disposal and containment of waste.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completing workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Resource implications	Access to a workplace or simulated case study that incorporates the following resources: • relevant data on different waste streams • real or simulated consultation process • relevant legislation, regulations, standards and policies

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.

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Waste includes:	• paper • plastics • metals • household garbage • green • chemical • glass • construction • hard liquid
Cost-benefit analysis may include:	• financial • health • amenity • flora and fauna • social • fee for service
Waste stream may include:	• domestic garbage • industrial • commercial • council • litter • construction and demolition
Impact may include:	• health related • amenity (e.g. smell, visual and tactile) • flow-on physical impact on flora and fauna • toxicity • breakdown cycle
Authorities may include:	• environment protection • waste management • recycling and resource recovery bodies • regional waste boards
Strategies may include:	• education • promotion • reduce, reuse and recycle policy • collection times and types • mulching • worms

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Data may include:	• waste types • waste quantity • cost of disposal • legislation • impact details • sources • experimental controls

Unit Sector(s)

Health and Environment

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LMTGN2005B Perform minor maintenance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge to provide minor maintenance of production machines.

Application of the Unit

Application of the Unit

The unit applies to the checking of machine performance and the undertaking minor adjustments to production machines.

Work involves limited discretion, initiative and judgement on the job in own work, including liaison with specialist mechanics and technicians.

Work may be conducted in a variety of environments, such as operational workplace activities, restricted space and hazardous, controlled or exposed conditions.

Work may be undertaken on a range of machines that may include microprocessor or computer controls.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

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This unit requires apply problem solving skills and initiative and enterprise to identify and act on minor machine faults within area of own responsibility. This unit also requires planning and organising to safely and efficiently use, check and clean and lubricate machines and technology used in TCF industries. Communication skills are also required to document and report faults and maintenance information.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate machine and assess performance	1.1 Machine is started and stopped according to manufacturer requirements.
	1.2 Machine operation is monitored to ensure correct procedures are assessed and product meets quality standards.
	1.3 Problem with machine is identified and reported.
2 Rectify minor machine fault	2.1 Minor machine and associated equipment and tool faults are identified and addressed where necessary to meet specified requirements, and are reported.
	2.2 Major machine or product faults are identified and documented, and appropriate personnel informed.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Machine maintenance records and other documentation are accurately completed.
3 Clean and lubricate machine	3.1 Machine is cleaned according to ***OHS practices*** and schedules, and manufacturer cleaning instructions.
	3.2 Machine is lubricated according to workplace requirements and schedules, and manufacturer lubricating instructions.
4 Check machine operation	4.1 Machine is checked to ensure correct operation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Demonstrates knowledge of:

- procedures and guidelines for safe operation of machines
- typical fault conditions and related fault finding procedures
- basic machine maintenance and repair techniques
- technical specifications manuals
- quality standards and practices
- OHS practices, including hazard identification and control measures
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- assess operating performance of machine
- start and stop machines according to specifications
- monitor machine operations, including machine production readings
- recognise fault conditions
- rectify minor machine faults or problems as required
- read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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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 the Training Package.

Critical aspects of evidence	Demonstrates skills and knowledge to: • operate machines correctly • monitor machine performance against machine specifications • make minor adjustments • complete records accurately and completely • apply OHS practices in work operations
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks according to instructions • working systematically with attention to detail • identifying improvements and avoiding damage • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment • recognising and adapting to cultural differences in the workplace, • including modes of behaviour and interactions
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions

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that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
OHS practices	OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Sector(s)

Sector	All

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LMTGN2006B Perform test or inspection to check product quality

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge to test or inspect product quality.

Application of the Unit

Application of the Unit

The unit applies to periodic testing or inspection of raw materials or finished products as part of the production process.

Limited discretion, initiative and judgement may be demonstrated on the job in own work, either individually or in a team environment. Work may be conducted in a variety of environments i.e. operational workplace activities, restricted space, hazardous controlled or exposed conditions

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising for the safe and effective use of testing processes and

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technology. This unit also requires communication skills for documenting and reporting test results and data collected. Problem solving and initiative and enterprise are required to identify and record required test results.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for test or inspection	1.1 Appropriate materials or samples are selected. 1.2 ***Equipment*** is selected, prepared and calibration confirmed.
2 Perform test or inspection	2.1 Samples are tested against specified standards according to required quality standards and using prescribed testing or inspection procedures. 2.2 Checks are assessed.
3 Record and report result	3.1 Data collected is converted into a form suitable for interpretation where required. 3.2 Outcomes are reported and appropriate personnel advised. 3.3 Result is recorded.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Demonstrates knowledge of:

- inspection and testing processes
- test equipment and its operation
- setting and adjustment requirements
- characteristics of materials
- recording and reporting procedures
- quality standards and practices
- OHS practices, including hazard identification and control measures
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- interpret technical data
- set and operate test and inspection equipment and tools
- test and inspect samples
- apply safety practices
- interpret and apply established procedures
- document, assess and transfer information
- read, interpret and follow information on work specifications, standard
- operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

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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 the Training Package.

Critical aspects of evidence	Demonstrates skills and knowledge to: • clarify and confirm requirements • select appropriate materials • ensure machines are calibrated, adjusted and operated correctly • conduct quality inspection and testing of samples • apply OHS practices in work operations • record and report results accurately
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks according to instructions • working systematically with attention to detail • identifying improvements and avoiding damage • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if

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the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Test or inspection may include:	• visual checking • colour matching • weighing, height • weight • thickness measuring • moisture measuring • measuring rubbing fastness • stretch • wear • cracking • colour • gloss • softness • handle • texture • light and colour fastness • heat fastness • tensile characteristics • flexibility
Equipment may include:	• purpose built and general test or inspection equipment related to the particular requirements
OHS practices	OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

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Unit Sector(s)

Sector All

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LMTGN2008B Coordinate work of team or section

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge to coordinate work of a team or section.

Application of the Unit

Application of the Unit

The unit applies to coordination and monitoring of the work of a team or section.

Work requires discretion, initiative and judgement on the job in own work. Work may be conducted in a variety of environments, such as operational workplace activities, restricted space, and hazardous, controlled or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

Team work and communication skills are central to this unit to ensure team performance meets production and organisational requirements. This unit also requires planning and organising skills and an ability to apply problem solving strategies to identify and

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address team problems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan and coordinate work schedules	1.1 Tasks, jobs and work priorities are confirmed with supervisor or manager. 1.2 Tasks are assigned to team, section and individuals. 1.3 Priority of tasks is communicated to team, section or individuals. 1.4 Materials are organised to meet work requirements.
2 Monitor performance and quality	2.1 Required work standard is communicated to team, section or individuals to ensure understanding of task requirements. 2.2 Standard of performance, including quality standards, of team, section or individuals, is monitored to ensure achievement of outcomes and is reported. 2.3 Instruction and support are provided, as required, in order to achieve standards and outcomes. 2.4 Proposals for improvements to work processes, efficiency and organisation are communicated and reported to ***appropriate personnel***.

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ELEMENT	PERFORMANCE CRITERIA
3 Monitor application of OHS	3.1 Implementation of OHS and environmental standards and procedures are monitored to achieve safety standards and requirements in the workplace. 3.2 Proposals for prevention or correction of problems are identified and communicated and reported to appropriate personnel, according to ***OHS practices***.
4 Communicate with work team, section, individuals	4.1 All information affecting work, including OHS and quality standards is explained logically in an easily understood manner to individuals and teams, as required. 4.2 Feedback from team, section members and individuals is sought to assist in effective operation of team or section.
5 Report work of team or section	5.1 Reports and documentation on team or section performance and outcomes are provided to line supervisor and management, as required. 5.2 Team or section performance and outcomes, which impact on operations of other sections, are communicated effectively and promptly, as required, to appropriate personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Demonstrates knowledge of:

- production and workflow system in the team
- factors and constraints that impact on effective workflow
- effective work methods to achieve production objectives and timelines
- methods for monitoring and coordinating the use of resources
- quality assurance standards and practices
- OHS practices, including hazard identification and control measures
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- prioritise resources (machines, staff, materials and production processes)
- allocate work to team or section members
- identify and report problems with workflow
- maintain and update monitoring procedures
- analyse and record results according to workplace practices

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REQUIRED SKILLS AND KNOWLEDGE

- read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence

Demonstrates skills and knowledge to:

- organise work tasks, work processes and staff
- meet efficiency standards
- advise appropriate ways of correcting non-compliance and inefficiencies
- apply techniques to monitor work
- apply OHS practices in work operations
- maintain accurate records

Consistency in performance

Consistently applies skills and knowledge when:

- organising work
- completing tasks according to instructions
- working systematically with attention to detail
- identifying improvements and avoiding damage
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions

Resource implications

Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

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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 the Training Package.

Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Appropriate personnel may include:	• line supervisor or manager • team or section leaders • supervisors or managers in other sections • technical specialists
OHS practices	OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

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Unit Sector(s)

Sector All

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LMTGN2010B Perform tasks to support production

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge to perform tasks to support production.

Application of the Unit

Application of the Unit

The unit applies to a range of manual tasks that support production processes and which are not covered by a specific unit of competency. Production support tasks include cleaning and housekeeping, assisting in loading, feeding and unloading of transporting equipment, loading and unloading of materials from machines, storing materials, and recording and documenting.

Work may be conducted in a variety of environments, including operational workplace activities, restricted space and hazardous, controlled or exposed conditions.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

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This unit requires the application of skills associated with self management to follow instructions when performing a range of production tasks. Team work and communication skills are also required to understand what is required to provide support to others in a production environment. This unit also requires an ability to plan and organise own duties and use basic tools and equipment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Perform general production-related duties and tasks	1.1 Required duties and tasks are clarified with a supervisor or team member. 1.2 Required ***equipment and tools*** are organised, and checked to confirm good working condition. 1.3 Questions are asked to confirm procedures and ensure own knowledge and skill is adequate to perform tasks. 1.4 Tasks are performed to meet requirements.
2 Perform general cleaning duties	2.1 Cleaning duties are clarified to establish requirements. 2.2 Personal safety equipment, where needed, is selected and used correctly according to ***OHS practices***.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Appropriate cleaning equipment for specific tasks is determined, prepared and used.
	2.4 Procedures for handling, storage and disposal of cleaning liquids are implemented according to manufacturer specifications.
	2.5 Cleaning is assessed against housekeeping requirements.
3 Assist in transfer or removal of materials or products where required	3.1 Requests are received and, where relevant, tasks are organised, confirmed and recorded according to specified procedures.
	3.2 Assistance is provided in transfer or removal of materials or products as required.
	3.3 Appropriate methods and manual handling techniques are used.
4 Complete documentation	4.1 Documentation associated with tasks, where relevant, is accurately completed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Demonstrates knowledge of:

- procedures and requirements for cleaning and housekeeping
- use of products and materials
- maintenance planning and workplace practices
- quality standards and practices
- OHS practices, including hazard identification and control measures
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- use and dispose of a range of chemical cleaning agents, sealants and lubricants, where required
- interpret and apply established procedures
- document and transfer information
- read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information

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REQUIRED SKILLS AND KNOWLEDGE

- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence	Demonstrates skills and knowledge to: • undertake basic production tasks • handle materials and products • clean equipment, machines and work environment • document work and maintain records as required • apply OHS practices in work operations
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks according to instructions • working systematically with attention to detail • identifying improvements and avoiding damage • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant units.

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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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Equipment and tools may include:	• cleaning equipment • chemicals and detergents • use of hand tools • pallet truck • hand trolleys • weighing equipment
OHS practices	OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Sector(s)

Sector	All

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LMTGN3001B Control production in a section of a textiles, clothing and footwear enterprise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge to control operations within a section of a textiles, clothing and footwear (TCF) enterprise, to ensure production is efficient and meets established targets.

Application of the Unit

Application of the Unit

The unit applies to scheduling activities, allocation of resources, monitoring productivity and addressing obstacles to efficiency. It applies to an area of production within an enterprise and within established guidelines.

Work would be conducted largely independently and with accountability for own results, including, carrying out assigned tasks, coordinating processes, and setting and working to deadlines.

Work may be self-directed and unsupervised.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising of staff, resources and technology required for a

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range production tasks. Team work and communication skills are also required to provide instruction on production requirements and interpret and complete production information. This unit also requires an ability to apply problem solving strategies to rectify operational problems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify requirements for efficient production	1.1 Machine operations, staff, resources and production processes within work area are identified. 1.2 Production targets for work area are identified. 1.3 Quality standards and ***OHS practices*** for work area are identified. 1.4 ***Key conditions*** affecting production are identified. 1.5 Supply and ***production scheduling*** requirements for area are identified.
2 Monitor and assess production efficiency	2.1 Compliance to specified requirements is checked to ensure efficiency is maintained. 2.2 Non-compliance is identified, reported or recorded and investigated to determine causes.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Production outcomes are assessed against targets.
	2.4 Ongoing monitoring activities are implemented to assess production efficiency.
	2.5 Additional information is sought as required to monitor efficiency.
3 Control production to achieve efficiency targets	3.1 Production standards are set or interpreted to meet production targets.
	3.2 Corrective or preventative action is recommended and implemented.
	3.3 Targets and procedures are communicated to relevant personnel in a logical and easily understood manner.
	3.4 Supply of resources is managed and ensured as required.
	3.5 Maintenance of machinery is scheduled as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Demonstrates knowledge of:

- production and workflow system in the workplace
- factors and constraints that impact on effective workflow
- ways of controlling factors and constraints
- cost effective work methods to achieve production objectives and timelines
- methods for monitoring and controlling the use of resources
- quality standards and practices
- OHS practices, including hazard identification and control measures
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- interpret workflow plans
- schedule and prioritise resources (machines, staff, materials and production processes)
- clarify and communicate tasks, roles and responsibilities
- allocate work for team members
- identify and report problems with workflow
- establish, maintain and update monitoring procedures
- identify and interpret product specifications
- set and adjust machines according to workplace practices

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REQUIRED SKILLS AND KNOWLEDGE

- select, organise and weigh raw materials
- analyse and record results according to workplace practices
- read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence

Demonstrates skills and knowledge to:

- organise machine operations, staff and production processes
- meet production processes efficiency standards
- implement appropriate ways of correcting non-compliance and inefficiencies
- apply techniques to monitor production work
- monitor changes to production processes
- apply OHS practices in work operations
- check production outputs against specifications
- maintain accurate records

Consistency in performance

Consistently applies skills and knowledge when:

- organising work
- completing tasks according to instructions
- working systematically with attention to detail
- identifying improvements and avoiding damage
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions

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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 the Training Package.

Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Key conditions may include	• seasonal • employment patterns • skill availability • industry influences • influences on raw materials quality or availability • safety issues
Production schedules may apply to	• daily or production runs, including repetitive production runs, short runs and quick changes
OHS practices	OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling

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- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Sector(s)

Sector All

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LMTGN3005B Plan tasks to assist production operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge to assist in production planning by performing specific planning tasks.

Application of the Unit

Application of the Unit

The unit applies to planning of tasks to assist production operations. Tasks may include the development of rosters, OHS practices, workplace procedures, documentation practices and organisational systems.

Work requires discretion, initiative and judgement.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of planning and organising skills to develop and implement a production plan. Team work and communication skills are central to interpreting production information and ensuring production plan is implemented effectively in the workplace. New information and learning from

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implementation should be used to improve plan development and implementation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Clarify planning requirements	1.1 Planning requirements are discussed with supervisor and work brief is confirmed.
	1.2 Timeline, jobs, and work priorities associated with ***planning task*** are confirmed with supervisor or manager.
	1.3 Workplace practices and documentation requirements associated with planning task are assessed for relevance.
	1.4 ***Key personnel*** associated with planning task are identified.
2 Conduct planning task	2.1 Planning task requirements are communicated to team, section or individuals as required to secure positive input.
	2.2 Previous and current work practices, organisational guidelines, documentation systems and quality standards are assessed and relevant criteria are applied to planning task.
	2.3 ***Planning tools and techniques*** are used.
	2.4 Key personnel are consulted during planning activity.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Proposals for plan are developed to meet planning requirements.
	2.6 Planning proposal is tested with key personnel.
3 Apply plan	3.1 Plan is implemented.
	3.2 Implementation of plan is monitored to assess plan suitability.
	3.3 ***OHS practices*** are integrated into plan.
	3.4 Improvements to plan are identified and applied.
4 Communicate plan to work team, section, individuals	4.1 All plan information affecting work, including OHS practices and quality standards is explained logically in an easily understood manner to individuals and teams.
	4.2 Feedback from team, section members and individuals is sought to assist in effective operation of team or section.
	4.3 Plan and implementation practices are documented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Demonstrates knowledge of:

- production and workflow system
- factors and constraints that impact on task
- effective work methods to achieve production objectives and timelines
- documentation practices
- quality standards and procedures
- scheduling techniques
- resourcing policies
- general staffing levels, capabilities and application of standard times
- OHS practices, including hazard identification and control measures
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- prioritise work
- manage time
- organise
- use planning tools
- analyse
- apply relevant arithmetic calculations

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REQUIRED SKILLS AND KNOWLEDGE

- read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence	Demonstrates skills and knowledge to: • organise work tasks, work processes and staff • meet work process efficiency standards • use suitable planning techniques • implement and monitor plan • apply OHS policies in work operations • maintain accurate records
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks according to instructions • working systematically with attention to detail • identifying improvements and avoiding damage • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for	Assessment may occur on the job or in an appropriately simulated

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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 the Training Package.

assessment	environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Planning task may include:	• shift rosters • workplace or operation instructions and procedures • OHS practices, including committee representation • workplace documentation • organisational systems
Key personnel may include:	• operations managers • supervisors and team leaders • human resources staff • relevant employees
Planning tools and techniques may include:	• scheduling • time management • brainstorming • setting goals and defined outcomes • prioritising • review and evaluation strategies
OHS practices	OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to: • manual handling techniques • standard operating procedures

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- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Sector(s)

Sector All

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LMTGN4005A Plan and implement production within a work area

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to plan and implement production within a work team within a textiles, clothing or footwear (TCF) industry workplace.

Application of the Unit

Application of the Unit

This unit applies to determining, planning, implementing and monitoring production work flow within a work team in a TCF workplace where discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes. Work may be conducted in a variety of environments, ie operational workplace activities, restricted space, hazardous, controlled or exposed conditions.

TCF production areas may include:

- textile production
- clothing production
- footwear production
- early stage wool processing
- cotton ginning
- leather production
- millinery
- canvas and sails production
- laundry operations
- dry cleaning operations

Operations may cover various time scales to reflect seasonal planning

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

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The unit is applied according to OHS and workplace practices of the enterprise, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising production requirements, processes and schedules for a work team. This unit also requires an ability to implement and problem solve production processes. Communication skills will be used to interpret production requirements, organise work team, communicate with team and individuals and maintain records.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1 Determine ***production requirements***	1.1 Projected quantity and quality requirements, standard times and production capacities are identified
	1.2 ***Production process*** and material handling options are identified
	1.3 Resources required for the project or production order are established
2 Prioritise work	2.1 Work is prioritised taking into account production demands, customer requests and requirements and efficiency standards of the workplace
3 Sequence production	3.1 Steps required for the process are identified ensuring most efficient use of resources
	3.2 Documentation is prepared in accordance with workplace practices
4 Organise team and resources	4.1 Work team is selected and organised in accordance with workplace practices
	4.2 Facility, equipment and material and resources required for the production process are identified and organised in accordance with the ***production schedule*** and ***OHS practices***
5 Implement and monitor work flow	5.1 Work flow is monitored to ensure production schedule is maintained
	5.2 Methods are implemented to ensure that work is directed to each work area or location as required, and potential congestion areas are identified
	5.3 Troubleshooting occurs on a regular basis in response to breakdowns, absenteeism and other factors
6 Implement variations to production plan	6.1 Systematic implementation of variations to the production plan are coordinated to ensure production meets the schedule and specifications
	6.2 Work is re-allocated in accordance with production priorities, where required
	6.3 Inefficiencies are identified and dealt with in accordance with workplace production practices
	6.4 Team or individual responsibilities are defined and communicated
7 Maintain records	7.1 Records are maintained and reports prepared, where necessary, in accordance with workplace procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Demonstrates knowledge of:

- work organisation systems and workplace organisation features
- production planning processes, such as material supply etc.
- safety and environmental aspects of relevant workplace activities
- OHS practices, including hazard identification and control measures
- quality practices
- workplace practices

recording and reporting practices

Demonstrates skills to:

- interpret and use data from a range of sources
- sequence production
- monitor workflow
- organise resources
- respond to breakdowns, absenteeism, etc.
- coordinate variations to production plan
- document and transfer information
- read, interpret and follow information on work specifications, , standard operating procedures and work instructions and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Employability Skills Statement, Elements and Performance Criteria, Range Statement and Assessment Guidelines for this Training Package.

Critical aspects of evidence to be considered

Demonstrates skills and knowledge to:

- establish production requirements

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Employability Skills Statement, Elements and Performance Criteria, Range Statement and Assessment Guidelines for this Training Package.

	• prioritise work • select and organise work team • ensure efficiency of production schedule • deal with inefficiencies • apply OHS practices in production operations • maintain accurate records
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks • identifying improvements • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent Assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if

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the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Production planning may relate to:	• establishing an overall plan for manufacture/product delivery • repetitive production runs • short runs • quick changes • a diversity of styles • indent orders • stock services replenishment
Production process may include:	• JIT • VAM • quick response • quality circles • team processes • benchmarking
Product schedule may include:	• plant layout and machine involvement and personnel required for particular operations
OHS practices	OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector	All

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LMTLA2001A Conduct safe handling of laundry chemicals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to handle and work with chemicals commonly used in laundry operations.

Application of the Unit

Application of the Unit

This unit applies to the safe preparation, use and storage of laundry chemicals according to industry regulations and codes of practice that govern the control of chemicals in the workplace. Chemicals may include chemicals used in commercial laundries such as detergents and bleaches.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

The unit is applied according to OHS and workplace practices of the enterprise, which may include:

- Material Safety Data sheets (MSDS)
- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality, and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with self management when conducting work to ensure workplace safety procedures, personal protective equipment and personal

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responsibilities are followed to ensure the safety of self and others when working with cleaning chemicals. This unit also requires an ability to access and communicate information on cleaning chemicals.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access workplace information on ***cleaning chemicals***	1.1 Relevant regulations and codes of practice relating to the control of hazardous substances are identified 1.2 ***Workplace information*** regarding the safe handling of cleaning chemicals is accessed 1.3 Workplace procedures relating to cleaning chemicals are identified 1.4 Personal responsibilities in working with cleaning chemicals are identified 1.5 Material Safety Data Sheets (MSDS) for cleaning chemicals are identified and ***common terminology*** interpreted
2. Identify control measures	2.1 Risks associated with cleaning chemicals are identified 2.2 Measures for controlling risks associated with cleaning chemicals are identified

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Personal Protective Equipment relevant to the use of cleaning chemicals are identified
3. Apply safe handling of cleaning chemicals	3.1 Personal Protective Equipment is used correctly
	3.2 Work area is adequately ventilated and ignition sources eliminated
	3.3 Cleaning chemicals are handled and stored according to OHS practices and workplace requirements.
	3.4 Machinery and equipment associated with use of cleaning chemicals are operated safely
	3.5 OHS issues, faults, or emergencies are reported to the relevant personnel
	3.6 Accidents and emergencies are acted upon according to procedures for the cleaning chemical
	3.7 Housekeeping is conducted and work area standards maintained
	3.8 Cleaning chemicals are disposed of according to regulatory requirements, including MSDS recommendations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level

Demonstrates knowledge of:

- regulations and codes of practice which govern the control of cleaning chemicals in the workplace
- workplace procedures relating to cleaning chemical use
- personal responsibilities in the control of cleaning chemicals in the workplace
- risks of exposure to chemicals by absorption, inhalation and ingestion
- health risks arising from exposure to cleaning chemicals
- the meaning of common MSDS terms
- risks associated with operating machinery or equipment that use cleaning chemicals
- procedures for the mixing of chemicals and other agents
- correct use of Personal Protective Equipment
- workplace procedures for the reporting of emergencies or OHS issues
- workplace procedures for the control of chemical spills and fires
- OHS practices, including hazard identification and control measures

Demonstrates skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- differentiate between toxic agents, corrosives, reactives; and flammables and combustibles.
- identify and locate MSDS and other available safety information on cleaning chemicals
- read, interpret, and follow information on work specifications, standard operating procedures and work instructions, Material Safety Data Sheets, and other reference material
- use Personal Protective Equipment
- transfer, store and dispose of cleaning chemicals safely
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence to be considered

Demonstrates skills and knowledge to:

- identify and apply workplace information on cleaning chemicals
- apply safety procedures in working with cleaning chemicals used in the workplace
- apply control measures to address risks
- respond appropriately to accidents and incidents
- complete required reporting and documentation.

Consistency in performance

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes

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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 the Training Package.

	• recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Workplace information may include:	• Material Safety Data Sheets for hazardous substances • workplace procedures • signage and labelling • verbal instruction
Cleaning chemicals may include:	• liquid silicon • detergent • chlorine bleach • oxybleach • builder • starch • fabric conditioner • laundry sour

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	• caustic alkali
Personal responsibilities may include:	• following OHS procedures • following workplace procedures • reporting incidents • using personal protective equipment
Risks may include:	• mixing of chemicals • spills and leaks in the workplace • chemical fires • exposure to perchlorethylene or other cleaning chemicals via absorption, inhalation or ingestion
OHS practices may include:	OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include: • Material Safety Data Sheets • manual handling techniques • standard operating procedures • Personal Protective Equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other OHS practices relevant to the job and enterprise
Common MSDS terms include:	• acute effect • acute toxicity • asphyxiant • ceiling • carcinogen • chronic effect • chronic toxicity • combustible material • corrosive • decomposition • dermal • flash point • flammable material • ingestion • irritant • mutagen

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- oxidizer
- pH
- reactivity
- sensitizer
- solubility
- STEL
- teratogen
- TLV
- toxicity
- toxic substance
- TWA

Unit Sector(s)

Sector Laundry Operations

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LMTLA2002A Operate washing machines

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to load products into washing machines and operate machines and clean products according to specifications and quality requirements.

Application of the Unit

Application of the Unit

This unit applies to operating washing machines and cleaning products according to specifications. It involves machine operation and monitoring procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

This unit is applied according to OHS and workplace practices of the enterprise, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- working in confined spaces
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising of wash loads, machinery and chemicals required for washing operations, as well as the application of knowledge of the technology used in the laundry industry. This unit also requires the

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ability to access and understand information relating to laundry tasks including information on chemicals and dosage.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for wash	1.1 Production schedule and work load priorities are correctly identified and followed
	1.2 Washing machine loads and ***washing requirements*** are confirmed
	1.3 Laundry chemicals are prepared for use
	1.4 Washing sequences are identified and followed for a given process or product
	1.5 Safety procedures, including the use of protective clothing, to be undertaken when handling soiled product are identified
	1.6 Operator manuals are accessed as required
2 Operate automatic washing extractor	2.1 Automatic washing machine is loaded with correct weight according to workplace procedures and ***OHS practices***
	2.2 Laundry chemicals correctly dosed and applied according to load requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Program is selected according to load requirements
	2.4 Washing machine is operated in accordance with operating instructions
	2.5 Washing machine operation is monitored and any inconsistencies are identified and reported
	2.6 Washing machine is unloaded using correct manual handling techniques where required
3 Operate manual washing extractor	3.1 Manual washing extractor is loaded with correct weight according to workplace procedures and OHS practices
	3.2 Laundry chemicals are correctly dosed and applied according to load requirements
	3.3 Washing machine is operated in accordance with operating instructions
	3.4 Washing machine operation is monitored and any inconsistencies are identified and reported
	3.5 Washing is unloaded using appropriate manual handling techniques where required
4 Complete wash	4.1 Washing is transferred to next operation
	4.2 Housekeeping is conducted to maintain work area standards
	4.3 Standardised documentation is completed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Demonstrates knowledge of:

- machine operation and program selection
- characteristics and hazards of chemicals and dispensing systems
- safe handling of laundry chemicals
- safety and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace procedures
- OHS practices, including hazard identification and control measures
- procedures for clean up of spills
- quality practices
- practices for recording and reporting

Demonstrates skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- use and handle chemicals safely
- maintain quality requirements for each stage of the process
- communicate effectively within the workplace
- apply defined procedures
- receive and transfer information
- read, interpret, and follow information on work specifications , standard operating procedures and work instructions, and other reference material
- maintain accurate records
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence to be considered	Demonstrates skills and knowledge to: • interpret production schedules and work load priorities • interpret and apply washing specifications • calculate correct chemical dosage • use washing machines safely and efficiently
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks • identifying improvements • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource	Access is required to real or appropriately simulated situations,

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implications	including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Washing requirements may include:	• chemical types and dosage • temperature settings • water levels • washing extractor program settings
OHS practices	OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents

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- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Laundry Operations

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LMTLA2003A Control washing extractor operation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to determine requirements for wash loads and control and monitor washing machine operation and processing of product to required specifications and quality.

Application of the Unit

Application of the Unit This unit applies to controlling washing machine operation and involves chemical dispensing and monitoring procedures to required specifications.

Laundry or operating procedures can relate to:

- manual handling
- safe handling of chemicals
- preparation of chemical products
- preparation of dispensing systems
- quality control requirements

Procedures may relate to:

- chemical specifications, handling and use
- machines manual over-riding technology application
- identification of faults
- manual handling for loading and unloading machines
- safe use of machines
- quality control requirements
- working in confined spaces

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

This unit is applied according to OHS and workplace practices of the enterprise, which may include:

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- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising of wash loads, machinery and chemicals required for washing operations, as well as the application of knowledge of the technology used to ensure optimal outcomes. This unit also requires the ability to access and interpret information to determine washing requirements and monitor washing performance. Problem solving skills may also be required to identify operational faults.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites LMTLA2002A

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine wash requirements	1.1 Production schedule and work load priorities are identified 1.2 Washing extractor loads are accurately determined by counting, weight, volume or classification 1.3 Weighing machines are operated and size of load is determined by correctly reading indicator scales 1.4 Washing sequences are selected for a given process or product 1.5 Chemical dispensing is selected for chemical dosing system, where relevant 1.6 ***Washing requirements*** are determined for specific loads 1.7 Operator manuals are accessed as required
2 Monitor washing	2.1 Washing machine operation is monitored for correct water, temperature and chemical levels 2.2 Chemicals and dosing system are monitored for correct operation 2.3 Program operation is monitored to ensure correct function 2.4 Washing extractor operational faults are reported 2.5 ***Required documentation*** is completed
3 Classify product	3.1 Product is classified and sorted according to finishing requirements 3.2 Product is directed to correct area for finishing 3.3 Work area is checked for maintenance to housekeeping standards

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Demonstrates knowledge of:

- workplace policies and procedures
- machine operation, program selection, and monitoring procedures
- level of operator responsibility for equipment maintenance and monitoring
- characteristics and hazards of chemicals and dispensing systems
- safety and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- OHS practices, including hazard identification and control measures
- quality practices

practices for recording and reporting

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REQUIRED SKILLS AND KNOWLEDGE

Demonstrates skills to:

- ensure load sizes are within machine limits
- use machines and related equipment, including dispensing and dosing systems
- prepare and monitor chemicals safely
- interpret material safety data sheets (MSDS)
- use protective equipment
- classify and sort product
- maintain quality requirements for each stage of the process
- document, assess and transfer information
- read, interpret, and follow information on work specifications, standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence to be considered

Demonstrates skills and knowledge to:

- interpret production schedules and work load priorities
- select washing sequences
- select and prepare chemicals
- determine wash load requirements and extractor settings
- control and monitor process operation

Consistency in performance

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents

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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 the Training Package.

	• assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Washing requirements may include:	• chemical dosage or formula settings • washing extractor program settings
OHS practices	OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling

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	• taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other OHS practices relevant to the job and workplace
Required documentation may include:	• information on wash load, program settings, chemical dosage • completion of standardised forms • information on wash efficiencies such as wash times • faults or inconsistencies

Unit Sector(s)

Sector	Laundry Operations

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LMTLA2004A Perform linen rewash

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to identify stains and select rewash methods for linen to meet laundry specifications and quality requirements.

Application of the Unit

Application of the Unit This unit applies to relating to product rewash procedures and operating machines. It involves chemical dispensing and monitoring procedures.

Laundry or operating procedures can relate to:

- manual handling
- safe handling of chemicals
- preparation of chemical products
- preparation of dispensing systems
- quality control requirements

Procedures and specifications may relate to:

- chemical specifications and handling and use
- machine manual overriding technology
- identification of faults
- manual handling for loading and unloading machines
- safe use of machines
- working in confined spaces
- quality control requirements

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and

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conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with problem solving rewash requirements, planning and organising of rewash, as well as the application of knowledge of the technology used to ensure optimal washing outcomes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites LMTLA2002A

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine rewash requirements	1.1 Steps for identifying the stained product are followed in accordance with ***OHS practices***, including use of personal protective equipment

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Stain is identified and classified into categories
	1.3 Rewash requirements for the identified stain and product type are determined
2 Carry out rewash procedure	2.1 Preparation for rewash is assessed in accordance with ***machine*** operation procedures
	2.2 Chemical products are prepared and used according to supplier and laundry requirements and prewash applied as required
	2.3 Machine is operated in accordance with manufacturer's and workplace procedures
	2.4 Washing extractor operation is monitored to ensure correct function
	2.5 Operating faults are identified and reported
3 Complete rewash	3.1 Data is recorded and stored in accordance with industry and workplace procedures
	3.2 Linen is transferred to next operation
	3.3 Work area housekeeping standards are maintained

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Demonstrates knowledge of:

- characteristics of stains, their relevant identification procedures and removal techniques
- machine operation, program selection, and monitoring procedures
- characteristics and hazards of chemicals and dispensing systems
- infection control policies and procedures
- quality practices
- safety and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace practices
- OHS practices, including hazard identification and control measures
- practices for recording and reporting

Demonstrates skills to:

- recognise, identify, and assess the range of common stains normally encountered
- use machines and related equipment, including dispensing and dosing systems
- prepare and monitor chemicals safely
- interpret material safety data sheets (MSDS)

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REQUIRED SKILLS AND KNOWLEDGE

- identify and tag out faulty machinery
- maintain quality requirements for each stage of the process
- document, assess, and transfer information
- read, interpret, and follow information on work specifications , standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence to be considered

Demonstrates skills and knowledge to:

- follow steps for correct stain identification
- select and determine appropriate rewash requirements for a range of applications
- prepare and use chemicals
- complete linen rewash safely and efficiently, to quality standards
- monitor process operation

Consistency in performance

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

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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 the Training Package.

Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Machine may include:	Microprocessor or computer controlled and can relate to various types of laundry equipment including: • automatic washing extractors • manual washing extractors • continuous batch washers • weighing machines • chemical dosing equipment
OHS practices	OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks

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- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Laundry Operations

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LMTLA2005A Operate hydro extractor

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to operate hydro extractors throughout the hydro extraction process to meet laundry specifications and quality requirements.

Application of the Unit

Application of the Unit

This unit applies to operating extractors and machines. It may involve the use of manual or spring loading.

Laundry and operating procedures can relate to:

- manual handling techniques
- equipment operation
- fault identification
- machine isolation
- quality control requirements
- classification of products
- safety checks
- foreign objects

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

This unit is applied according to OHS and workplace practices of the enterprise, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of

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team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising of wash loads, machinery and chemicals required for washing operations, as well as the application of knowledge of the technology used in the laundry industry. This unit also requires the ability to access and understand information relating to laundry tasks.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare equipment for operation	1.1 Procedures for hydro machine start up and stopping are performed in accordance with manufacturers' and workplace requirements
	1.2 All safety procedures relating to safe operation are followed
	1.3 Operator manuals are accessed as required
2 Operate hydro	2.1 ***Machines*** are loaded according to type and laundry loading

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ELEMENT	PERFORMANCE CRITERIA
extraction machine	procedures 2.2 Machines are monitored during operation to ensure correct balance is maintained 2.3 Machines are loaded and unloaded using appropriate manual handling techniques or by correctly operating loading and unloading equipment 2.4 Operating faults are identified and reported 2.5 Records are completed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level

Demonstrates knowledge of:

- machine operation and monitoring procedures
- level of operator responsibility for equipment maintenance and monitoring
- safety and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace practices
- OHS practices, including hazard identification and control measures
- quality practices
- practices for recording and reporting

Demonstrates skills to:

- use extractors and related equipment
- identify operational faults
- classify and sort product
- maintain quality requirements for each stage of the process
- apply defined procedures
- receive and transfer information
- read, interpret, and follow information on work specifications , standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Employability Skills Statement, Elements and Performance Criteria, Range Statement and Assessment Guidelines for this Training Package.

Critical aspects of evidence to be considered	Demonstrates skills and knowledge to: • ensure equipment is prepared for operation • load extractor appropriately • monitor process operation • identify faults
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks • identifying improvements • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant units.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Machines may include:	• hydro extraction machine (manual loading, spring loaded trolleys) • membrane press • hydraulic rams • conveying equipment • transfer equipment
OHS practices	OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Laundry Operations

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LMTLA2006A Perform conditioning and drying processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required for the conditioning and drying of products according to laundry procedures and quality requirements.

Application of the Unit

Application of the Unit

This unit applies to conditioning and drying processes and operating machines. It includes preparation for the finishing process.

Laundry or operating procedures can relate to:

- manual handling techniques
- laundry procedures for loading and unloading
- machine safety checks
- auto lint filters
- spontaneous combustion prevention
- identification of faults
- safe use of machines
- quality control requirements

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

This unit is applied according to OHS and workplace practices of the enterprise, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or

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section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with communication to interpret production schedules, planning and organising of conditioning and drying operations as well as an application of knowledge of the technology used in the laundry industry. This unit also requires the ability to recognise and report operational faults.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare ***machines*** for operation	1.1 Production schedule and workload priorities are correctly interpreted and followed 1.2 Schedules for the cleaning of dryer filters are interpreted and followed 1.3 Procedures for drying machine start up are performed in accordance with manufacturers' specifications and workplace procedures

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Operator manuals are accessed as required
2 Classify product	2.1 Product classification is checked and sorted according to finishing requirements
3 Operate dryer	3.1 ***Drying programs*** are followed for given product type and size of load
	3.2 Dryers are loaded and unloaded using manual handling techniques or by correctly operating loading and unloading equipment
	3.3 Appropriate cycle, timing and temperature for loads are selected, where required
	3.4 Records are completed
	3.5 Dryer is operated in accordance with operating instructions ***and OHS practices***
	3.6 Dryers are monitored for correct operation
	3.7 Dryer operating faults are identified and reported
	3.8 Risks associated with spontaneous combustion are identified and product cool down procedures are followed
	3.9 Unloading is assessed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level

Demonstrates knowledge of:

- machine operation, program selection, and monitoring procedures
- level of operator responsibility for equipment maintenance and monitoring
- characteristics and hazards of working with heat and steam
- procedures for product cool down and minimisation of spontaneous combustion
- safety and environmental aspects of related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace practices
- OHS practices, including hazard identification and control measures
- quality practices
- practices for recording and reporting

Demonstrates skills to:

- use machines and related equipment
- classify and sort product

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REQUIRED SKILLS AND KNOWLEDGE

- follow dryer cleaning schedule
- identify faults
- maintain quality requirements for each stage of the process
- interpret and apply established procedures
- document, assess, and transfer information
- read, interpret, and follow information on work specifications , standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence to be considered

Demonstrates skills and knowledge to:

- interpret production schedules and work load priorities
- load machine appropriately
- select program
- monitor process operation

Consistency in performance

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

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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 the Training Package.

Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Machines may include	• dryers • loading and unloading equipment • conveyors • transfer equipment
Drying program may include	• drying cycles • temperature • time
OHS practices	OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks

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- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Laundry Operations

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LMTLA2007A Finish products for despatch

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to operate finishing equipment, inspect products and fold and prepare finished products for despatch.

Application of the Unit

Application of the Unit

This unit applies the operation of finishing equipment.

Laundry or operating procedures can relate to:

- manual handling techniques
- machine operation
- procedure for coding and rewash
- reporting procedures for faults, safety checks, etc.
- classification of products (code, number, tying, wrapping, customer)

Procedures may relate to:

- machines manual over-riding technology application
- identification of faults
- manual handling for loading and unloading machines
- safe use of machines
- quality control requirements

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

This unit is applied according to OHS and workplace practices of the enterprise, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions

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- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising of resources and machinery for the required work, as well as applying skills and knowledge of machines and equipment to ensure production outcomes are met for finishing operations. This unit also requires an ability to interpret schedules and determine finishing requirements and recognise and act on faults or quality inconsistencies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate finishing equipment	1.1 Procedures for checking, start up and stopping of ***finishing equipment*** are performed
	1.2 Safety requirements related to machine overrides and protective

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ELEMENT	PERFORMANCE CRITERIA
	clothing are followed
	1.3 Schedules are followed or checked to ensure workplace requirements are met
	1.4 Product is classified and sorted according to finishing and rework requirements
	1.5 Products are prepared for finishing in accordance with product requirements
	1.6 Product is fed into finishing equipment manually or by use of proper aids
	1.7 Machines are monitored and adjusted in accordance with specified procedures and consistent with operators' skill level
	1.8 Operating faults are identified and reported
2 Inspect product	2.1 Products are inspected for conformance to quality standards
	2.2 Products not meeting quality standards are rejected or returned for rework
	2.3 Damaged or torn products are identified for repair or return
	2.4 Rewash, repair or condemned product in deposited in appropriate container
	2.5 Records are completed
3 Prepare finished products for despatch	3.1 Product is folded to meet workplace requirements
	3.2 Products are classified
	3.3 Storage equipment is checked before products are packed
	3.4 Products are stored for distribution in allocated area
	3.5 Finished product records are accurately maintained

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level

Demonstrates knowledge of:

- machine operation, program selection, and monitoring procedures
- level of operator responsibility for equipment maintenance and monitoring
- safety and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace practices
- OHS practices, including hazard identification and control measures
- quality practices

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REQUIRED SKILLS AND KNOWLEDGE

- practices for recording and reporting

Demonstrates skills to:

- determine load sizes
- use machines and related equipment
- classify and sort product
- maintain quality requirements for each stage of the process
- apply defined procedures
- receive and transfer information
- read, interpret, and follow information on work specifications , standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence to be considered

Demonstrates skills and knowledge to:

- interpret production schedules and work load priorities
- operate finishing equipment
- inspect product
- finish and fold product

Consistency in performance

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes

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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 the Training Package.

	• recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Finishing equipment may include:	• pressing equipment, which may include:
	  • roller or chest ironer
	  • towel folder or team folder
	  • tunnel finishers or steam tunnel
	  • stacker or feeder
	  • trouser topper
	  • trouser legger
	  • dolly
	  • puffer
	  • dry press
	  • hand iron

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- hot head press
- coat press
- feeding equipment
- single or multi roller iron

OHS practices

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Laundry Operations

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LMTLA2008A Repair damaged laundry items

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to perform repairs on laundry items.

Application of the Unit

Application of the Unit This unit applies to operating machines and performing repairs. It involves the operation of related mending equipment.

Laundry or operating procedures may relate to:

- repairing and resizing
- recycling
- condemning articles
- recoding
- repairs on theatre linen (according to AS 2892)
- manual handling techniques
- safe use of machines and related equipment
- reporting procedures for faults, safety checks, etc.
- quality assurance

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

The application of this unit is according to OH&S practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or

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section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with problem solving repair requirements, planning and organising machines and equipment and applying knowledge of repairing processes. This unit also requires an ability to complete repair records.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for operation	1.1 Workstation is set up in accordance with ***OH&S practices*** and workplace requirements
	1.2 ***Equipment*** is set up in accordance with specification for the work
	1.3 Personal protective equipment is identified and applied
2 Operate mending equipment	2.1 Product is checked for repair or condemning
	2.2 ***Repair requirements*** for damaged products are determined and performed in accordance with required specifications
	2.3 Specialists or appropriate personnel are consulted where

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ELEMENT	PERFORMANCE CRITERIA
	necessary on repair requirements
	2.4 Equipment is operated in accordance with manufacturer's specifications and workplace procedures
	2.5 Operating faults are identified and reported
3 Maintain product repair records	3.1 Finished product repair records are accurately maintained to meet workplace requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level

Demonstrates knowledge of:

- machine and equipment applications, operation, monitoring and adjustment procedures
- knowledge of fibres and fabrics
- repair techniques and procedures
- safety and environmental aspects of related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace practices
- OH&S practices, including hazard identification and control measures
- quality practices
- recording and reporting practices

Demonstrates skills to:

- prepare work area and machine
- use equipment and make adjustments
- carry out a range of repairs
- inspect finished products
- maintain quality requirements for each stage of the process
- interpret and apply established procedures
- document, assess, and transfer information
- read, interpret, and follow information on work specifications , standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OH&S practices

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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 the Training Package.

Critical aspects of evidence to be considered	Demonstrates skills and knowledge to: • select equipment for specific tasks • identify, grade, and classify repair requirements • perform repairs • monitor process operation
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks • identifying improvements • using workplace practices • using OH&S practices • recording and reporting accidents and incidents • assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OH&S practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

OH&S practices	OH&S practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other OH&S practices relevant to the job and enterprise
Equipment may include	• sewing machine • marking machine • heat seal machine • overlocker • button sewing machine • darning machine • stud machine • vulcaniser • thermal patching machine • other related equipment/machines
Repair requirements may include	• machine sewing • hand sewing • heat seating or patching • remarking products • resizing

Unit Sector(s)

Sector Laundry Operations

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Sector Laundry Operations

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LMTLA2009A Inspect, fold and pack theatre linen

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required for the final checking and inspection of clean theatre linen to ensure customer requirements and quality standards have been met.

Application of the Unit

Application of the Unit

This unit applies to the inspection, folding and packing of theatre linen. It includes the sorting, folding and packing processes.

Special instructions or requirements could include:

- packaging requirements, including configuration, wrapping, labelling
- final finishing instructions for theatre packs
- rework classification or instructions

Laundry or operating procedures may relate to:

- hospital theatre pre-pack specifications
- reject classifications
- coding systems
- manual handling techniques
- safe use of machines and related equipment
- reporting procedures for non-conformance, faults, safety checks, etc.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

This unit is applied according to OHS and workplace practices of the enterprise, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures

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- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of problem solving skills to classify linen and implement protocols and procedures for hygiene, infection control, coding and packaging for theatre linen. This unit also requires the ability to plan and organise materials, equipment and resources for packing theatre linen and complete required documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Check and classify cleaned theatre linen	1.1 Environmental standards for packing of theatre linen are applied and maintained 1.2 Role of hygiene and infection control in theatre linen is identified 1.3 Personal protective equipment is identified and applied

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Clean theatre linen is checked for grease, stains, lint, identifying markers, damage, quality and wear
	1.5 Reject linen is classified for rework, rewash or condemning as required
2 Fold theatre linen	2.1 Product is folded according to hospital theatre specifications and relevant Australian Standards
	2.2 Hospital and laundry linen coding systems are applied
3 Pack product for dispatch	3.1 Packaging and storage equipment is checked for cleanliness
	3.2 Package content requirements are determined
	3.3 Packs are configured according to hospital theatre and laundry procedures
	3.4 Packs are wrapped according to hospital theatre requirements and specifications
	3.5 Final finish of theatre packs is assessed
	3.6 Packed product is recorded and documented according to laundry requirements
4 Dispatch product	4.1 Protective covering requirements for products are determined
	4.2 Products are loaded into ***transport equipment*** using safe manual handling techniques
	4.3 Orders are assigned according to transport requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level

Demonstrates knowledge of:

- inspection techniques and procedures
- procedures for folding and packing articles
- procedures for tracking product
- AS/ANZ 4187:2003: 3.1 to 3.6
- processes for classification of products for rework
- quality and environmental standards and specifications
- safety and environmental aspects of related to workplace operation and manual handling, including consumable or hazardous materials
- workplace practices
- OHS practices, including hazard identification and control measures
- quality practices

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REQUIRED SKILLS AND KNOWLEDGE

- practices for recording and reporting

Demonstrates skills to:

- apply environmental standards for packing
- perform inspection procedures
- recognise non-conformances
- practice infection control procedures
- classify reject linen for rework
- maintain quality requirements for each stage of the process
- interpret and apply established procedures
- document, assess and transfer information
- read, interpret, and follow information on work specifications , standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence to be considered

Demonstrates skills and knowledge to:

- identify and confirm inspection requirements
- check theatre linen
- determine process for non-conformance to standards
- pack products appropriately

Consistency in performance

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents

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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 the Training Package.

	• assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Transport equipment may include:	• trolleys • bins • baskets • racks • vehicles • cages
Machines and equipment may include:	• light intensifying table • thermal patching machine • de-linting equipment • paper bags, laminate bags, non-linen wraps, linen wraps, indicator

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tape, markers, tags, plastic dust wrappers
- heat sealers

OHS practices

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Laundry Operations

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LMTLA2010A Prepare products for storage or despatch

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to compile, pack and consign orders according to transportation or storage requirements.

Application of the Unit

Application of the Unit

This unit applies to packing, storage and despatch processes. It includes inspecting equipment prior to packing.

Operating procedures may relate to:

- packaging
- cleaning
- storage
- transport
- manual handling techniques
- safe use of machines and related equipment

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

This unit is applied according to OHS and workplace practices of the enterprise, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping

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- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising activities for the despatch of laundry products. This unit also requires the ability to communicate and interpret information on despatch and storage requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 ***Prepare product*** for despatch	1.1 Records are checked, where relevant, to ensure requirements are met
	1.2 Orders are compiled to customer specifications and requirements
	1.3 Orders are coordinated to meet delivery or collection timetables
	1.4 Schedules are monitored and adjusted in response to operational variations
2 Product is packed for delivery or collection	2.1 ***Transport or storage equipment*** is inspected prior to packing to ensure cleanliness specifications are met
	2.2 Packing sequences and ***OHS practices*** are followed
	2.3 Products are packaged to meet laundry and client requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Final inspection is assessed in accordance with quality standards
	2.5 Packaging issues are identified and reported
3 Process orders and dockets	3.1 Despatch, storage and other related documentation is checked
	3.2 Documentation is completed
4 Store products	4.1 Products are stored in an appropriate location in accordance with workplace procedures and AS 4146
	4.2 Orders are assigned according to storage and transport requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level

Demonstrates knowledge of:

- procedures for packing and handling
- timetables for delivery and collection
- storage and despatch requirements
- safety and environmental aspects of related to workplace operation and manual handling, including consumable or hazardous materials
- workplace practices
- OHS practices, including hazard identification and control measures
- quality practices
- practices for recording and reporting

Demonstrates skills to:

- handle products appropriately
- select and use equipment
- meet customer and enterprise specifications/requirements
- locate and apply relevant information
- maintain quality requirements for each stage of the process
- apply defined procedures
- receive and transfer information
- read, interpret, and follow information on work specifications , standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations

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REQUIRED SKILLS AND KNOWLEDGE

- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

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 the Training Package.

Critical aspects of evidence to be considered	Demonstrates skills and knowledge to: • confirm requirements • prepare products for storage or despatch • pack products appropriately • compile orders for despatch
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks • identifying improvements • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant units.

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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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Prepare product may include:	• care requirements • packaging • correct labelling and identification
Transport or storage equipment may include:	• trolleys • bins • baskets • racks • vehicles • weighing machines • conveyor equipment • tying, wrapping, banding and hanging equipment (including heat shrink equipment) • auto ID equipment, bar coding equipment • folding equipment • shelving • cages • linen covers
OHS practices	OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include: • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other OHS practices relevant to the job and enterprise

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Unit Sector(s)

Sector Laundry Operations

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MSL922001A Record and present data

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to record and store data, perform simple calculations of scientific quantities and present information in tables and graphs. The unit of competency requires personnel to solve predictable problems using clear information or known solutions. Where alternatives exist, they are limited or apparent.

Application of the Unit

Application of the unit	This unit of competency is applicable to production operators, field assistants and laboratory assistants working in all industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Record and check data	1.1. Enter data into laboratory information system or record sheets as directed 1.2. Check data to identify transcription errors or atypical entries 1.3. Rectify errors in data using enterprise procedures
2. Calculate simple scientific quantities	2.1. Calculate simple scientific quantities using given formulae and data 2.2. Ensure calculated quantities are consistent with estimations and expectations 2.3. Report all calculated quantities with appropriate precision and units
3. Present data in tables, charts and graphs	3.1. Present data accurately in tables and charts using given formats and scales 3.2. Recognise and report obvious features and trends in data
4. Store and retrieve	4.1. File and store data in accordance with enterprise

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ELEMENT	PERFORMANCE CRITERIA
data	procedures 4.2. Maintain enterprise confidentiality standards

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Required skills include: • performingsimple calculations • preparing and interpreting straightforward tables, graphs and charts • applying calculations in the workplace • coding, recording and checking data accurately • presenting accurate results in the required format • recognising obvious trends in data • maintaining the confidentiality of data in accordance with workplace and regulatory requirements
Required knowledge
Required knowledge includes: • concepts of metrology • the international system of units (SI) • relevant scientific and technical terminology • procedures for coding, entering, storing, retrieving and communicating data • procedures for verifying data and rectifying mistakes • conversion of units involving multiples and submultiples • significant figures, estimation, approximation, rounding off • substitution of data in formulae • calculations involving fractions, decimals, proportions and percentages • procedures for maintaining and filing records, security of data

Evidence Guide

EVIDENCE GUIDE

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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	Assessors should ensure that candidates can: • accurately code, check and record data in the required format • calculate simple scientific quantities • recognise obvious trends in data • maintain the confidentiality of data.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit may be assessed with technical units, such as: • *MSL973001A Perform basic tests* • *MSL973002A Prepare working solutions* • *MSL973007A Perform microscopic examination*. Resources may include: • data sets and records • computer and relevant software or laboratory information system • relevant enterprise procedures.
Method of assessment	The following assessment methods are suggested: • review of data worksheets, calculations, graphs and tables prepared by the candidate • review of records transcribed, maintained or stored by the candidate • feedback from supervisors and peers • observation of the candidate as they record data and perform calculations • questions to assess understanding of relevant procedures and trends in data. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and

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	disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting. **Construction materials** A laboratory assistant is given 20 soil samples and asked to test their moisture content by weighing each sample, placing them in an oven for 24 hours and then reweighing them. The assistant performs the tests in accordance with the standard method and then calculates the % water content by dividing the weight loss by the wet weight and multiplying by 100. He/she checks the results. After entering them into the laboratory information management system (LIMS), they notice that they are consistently less than the previous results recorded for soils at the same site. The assistant reports the discrepancy to the supervisor who checks whether the oven was operated at the required temperature. The supervisor then discovers that the assistant has calculated the moisture content by dividing the weight loss by the wet weight instead of the dry weight. The assistant recalculates the moisture content for the 20 samples and notes that the results are now consistent with previous results. **Manufacturing** On Friday, a laboratory assistant performs the routine set of temperature, pressure and humidity measurements at 10 sites in a refinery. They enter the data on a pre-prepared data sheet that also contains the data recorded for the previous days of that week. The assistant checks the data for any significant variations to that recorded previously. They notice that for site #5, the temperature reading is 250(C which is 100(C below the expected value. The assistant repeats the measurement and gets the same result. After returning to the laboratory, the assistant enters the data into the LIMS

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EVIDENCE GUIDE	
	and reports the odd result to their supervisor. The supervisor contacts the site manager and finds out that the pipeline at site #5 has been isolated as part of unscheduled maintenance in that part of the site.

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.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include: • Australian and international standards such as: • AS ISO 1000-1998 The international system of units (SI) and its application • national measurement regulations and guidelines
Concepts of metrology	Concepts of metrology may include: • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Data	Data may be recorded on:

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RANGE STATEMENT	
	• worksheets • spreadsheets or databases linked to information management systems Data may include results of: • observations • tests and measurements • surveys Data may be presented in the form of: • graphs • tables • control charts • semi-quantitative observations expressed on a scale (for example, 1 to 4 or + to ++++)
Simple calculations	Simple calculations may be performed with or without a calculator or computer software and may include scientific quantities such as: • decimals, fractions, ratios, proportions and percentages • perimeters, areas, volumes and angles • concentration • unit conversion, multiples and submultiples • use of significant figures, rounding off, estimation and approximation • substitution of data in formulae • conversions between SI units • areas (m^2) and volumes (mL, L, m^3) of regular shapes (e.g. packaging and moulds) • average mass, mass %, density, specific gravity, moisture, relative and absolute humidity • ratios, such as mass to mass, mass to volume and volume to volume percentages • industry specific ratios, such as g/cm^2 , kg/m^2 • concentration (for example, g/100mL, mg/L, mg/(L, dilution mL/L) • statistical values such as mean, median, mode and standard deviation • average count, colonies per swab surface and cell counts (live and dead/total) • process variables, such as pressure, velocity

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RANGE STATEMENT	
	and flow rates • % content of moisture, ash, fat, protein, alcohol, sulphur dioxide and trace metals, such as calcium or zinc • food properties, such as % concentration (dry), friability, bitterness, brix, free amino nitrogen, diastatic power, calorific content and yeast viability
Obvious features and trends in data	Obvious features and trends in data could include: • maximum and minimum values • spread of data • increasing/decreasing data, rate of change • outliers, data beyond control limits or normal range
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Data

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSL933001A Maintain the laboratory/field workplace fit for purpose

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the general cleaning of work surfaces, cleaning and storage of equipment and the monitoring of laboratory stocks under direct supervision.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory assistants and instrument operators working in all industry sectors. This unit of competency forms a major part of the work of laboratory assistants. They work in accordance with work instructions and standard operating procedures which incorporate all relevant aspects of occupational health and safety (OHS) legislation and the codes, guidelines, regulations and Australian standards applying to environmental hazards and dangerous goods. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

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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. Clean work preparation areas	1.1. Clean preparation areas using appropriate cleaning agents and equipment according to enterprise procedures 1.2. Remove spillages, if they occur, using appropriate agents, personal protective equipment and enterprise procedures 1.3. Collect and segregate wastes in accordance with enterprise procedures, relevant codes and regulations
2. Clean and store equipment	2.1. Collect used equipment, inspect for faults and, where necessary, remove from service 2.2. Use appropriate agents, apparatus and techniques to clean equipment 2.3. Store clean equipment in the designated locations and manner

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor stocks of materials and equipment	3.1. Perform stock checks and maintain records of usage as directed 3.2. Store labelled stocks for safe and efficient retrieval 3.3. Inform appropriate personnel of impending stock shortages to maintain continuity of supply
4. Maintain a safe work environment	4.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other personnel 4.2. Report potential hazards and/or maintenance issues in own work area to designated personnel 4.3. Minimise the generation of wastes and environmental impacts 4.4. Dispose of wastes in accordance with enterprise procedures, relevant codes and regulations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- safely cleaning work preparation areas and equipment using appropriate cleaning agents, equipment and techniques
- safely removing spillages and disposing of wastes
- minimising the exposure to hazards of self, others and the laboratory
- safely storing equipment and materials using enterprise procedures, relevant codes and guidelines
- monitoring and reporting stock levels and the condition of laboratory materials and equipment
- keeping accurate, up-to-date records
- reporting potential hazards and maintenance issues using enterprise procedures

Required knowledge

Required knowledge includes:

- enterprise procedures for the cleaning of work preparation areas, materials and equipment

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REQUIRED SKILLS AND KNOWLEDGE
• storage requirements for specific materials and equipment • enterprise procedures for minimisation and disposal of waste • enterprise procedures for monitoring of laboratory stocks • information contained in material safety data sheets (MSDS) for materials handled regularly during the performance of maintenance tasks • relevant health, safety and environment 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, 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	Assessors should ensure that candidates can: • follow enterprise procedures, relevant codes and guidelines when maintaining the laboratory/field workplace • work safely and minimise exposure of hazards to self, others and the laboratory • keep accurate up-to-date records and report potential hazards and maintenance issues.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL943002A Participate in laboratory/field workplace safety*. Resources may include: • access to work preparation areas, stocks, materials and equipment • cleaning, decontamination and/or disinfection agents and equipment • personal protective equipment • stock order firms, labels and records/forms.
Method of assessment	The following assessment methods are suggested: • observation of the candidate's techniques for cleaning

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EVIDENCE GUIDE	
	and/or removal of spillages and waste disposal • review of stock records completed by the candidate • feedback from supervisors and peers • questioning to assess underpinning knowledge of regulations and procedures where direct observation is difficult (such as dealing with hazards) and choice of materials and equipment. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting. **Manufacturing** On receipt of a bulk container of cleaning or sanitising agent, a laboratory assistant always attached to the container a description of its method of use. The assistant also attached a list of the surfaces, apparatus, utensils and machines that could be safely treated with that chemical agent as outlined in the company's quality manual. This practice reduced the likelihood of misuse of the chemical, wastage, damage to equipment and inadequate cleaning and sanitation. **Biomedical and environmental** Laboratory assistants and technical officers routinely examine fluids for micro-organisms using a microscope. They examine fluids, such as urine, seawater, chlorinated pool water, water from catchment areas and bottled water. To maintain microscopes in working order, they

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EVIDENCE GUIDE	
	thoroughly clean the stage, oculars and each objective after use and sometimes between samples. The 100X objective requires particular care since this is the oil immersion objective. The oil is slightly acidic and will slowly corrode the objective if it is not cleaned thoroughly and regularly. After using the 100X objective they also take care not to drag the other objectives through the oil. **Food processing** A laboratory assistant regularly uses standard pH solutions to calibrate the laboratory's pH meters. The assistant is aware from the label that the shelf life of these solutions after opening is two months and records the opening and disposal dates on the container. The assistant is also aware that the shelf life of unopened buffer solutions is twelve months from the date of manufacture and monitors this by noting the production date on the bottle. Requests for stock replacement take into account the normal rate of use of these buffer solutions so that unopened bottles have not reached their expiry date before use.

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.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include: • Australian and international standards such as: • AS 1678 Emergency procedure guide - Transport

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RANGE STATEMENT	
	• AS 1940-2004 Storage and handling of flammable and combustible liquids • AS 2252 Biological safety cabinets • AS 3780-2008 The storage and handling of corrosive substances • AS 4332-2004 The storage and handling of gases in cylinders • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 1269 Set:2005 Occupational noise management set • AS/NZS 1337 Eye protection • AS/NZS 2161 Set:2008 Occupational protective gloves set • AS/NZS 2210:1994 Occupational protective footwear • AS/NZS 2243 Set:2006 Safety in laboratories set • AS/NZS 2243.8:2006 Safety in laboratories - Fume cupboards • AS/NZS 2865 Set:2005 Safe working in a confined space set • AS/NZS 2982.1:1997 Laboratory design and construction - General requirements • AS/NZS 4187:2003 Cleaning, disinfecting and sterilising reusable medical and surgical instruments and equipment, and maintenance of associated environments in health care facilities • AS/NZS 4452:1997 The storage and handling of toxic substances • AS/NZS 4501 Set:2008 Occupational clothing set • AS/NZS ISO 14000 Set:2005 Environmental management standards set • animal welfare legislation and codes of practice • Australian code of good manufacturing practice for medicinal products (GMP) • Australian Dangerous Goods Code • Australian Quarantine and Inspection Service (AQIS) Export Control (Orders) Regulations

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RANGE STATEMENT	
	1982 • Australian Quarantine and Inspection Service (AQIS) Import Guidelines • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice • enterprise or standard operating procedures (SOPs) • equipment manuals and warranties, supplier catalogues and handbooks • gene technology regulations • guide to physical containment levels and facility types • HB 9-1994 Occupational personal protection • material safety data sheets (MSDS) • National Code of Practice for the labelling of workplace substances (NOHSC:2012 (1994)) • national environment protection measures • National Health and Medical Research Council (NHMRC) Guidelines • national measurement regulations and guidelines • occupational health and safety (OHS) national standards and codes of practice • principles of good laboratory practice (GLP) • Therapeutic Goods Regulations 1009
Equipment, **material procedures and facilities**	Equipment, material procedures and facilities may include: • animal cages • autoclaves • balances • blenders, centrifuges and separating equipment • brushes • cell counters and staining machines • colorimeters/spectrometers and polarimeters • compaction rammers and soil classification equipment • conductivity meters and pH meters • dishwashers, refrigerators, freezers, ovens, microwave ovens, incubators and water baths • disintegration apparatus, thermometers and incubators

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RANGE STATEMENT	
	• fume hoods, biohazard containers and biological safety cabinets • gas cylinders • glassware, plastic ware; glass, plastic and quartz cuvettes • hotplates, mantles, burners and muffle furnaces • instrument chart recorders, penetrometers, force measuring equipment and tensiometers • light and fluorescence microscopes • melting point apparatus, viscometers and hardness testing equipment • microtomes and tissue processors • mixing and separating equipment such as centrifuges, rifflers and splitters and mixers • noise meters and blasting meters • optical microscopes • pipettes, burettes and volumetric glassware • shovels, scoops, plates, rods, cylinder moulds and buckets • steel ruler/tapes and spirit levels • thermometers, thermohygrographs, instrument chart recorders, hydrometers, pH meters and ion-selective electrodes • ultrasonic cleaners • vehicles
Typical materials	Typical materials may include: • consumable items, such as syringes, pipette tips, weigh boats • disposable clothing and personal protective equipment • distilled water, reagents, chemicals, disinfectants, detergents, agar media and plates • equipment spares, such as fuses, bulbs and batteries • oils/lubricants, fuels, industrial gases and cryogenics, such as dry ice and liquid nitrogen • paper and stationery • reference samples and standards
Maintenance	Maintenance may include: • checking serviceability before storage • cleaning

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RANGE STATEMENT	
	• prevention of contamination • storing
Cleaning requirements	Cleaning requirements may include: • decontamination and/or disinfection • hygiene monitoring • minimising environmental impacts • operation of automatic cleaning apparatus, such as pipette washer, ultrasonic cleaners and dishwashers • sterilisation and disposal of wastes using boiling, high pressure air or steam, microwaves, chemicals, gas, filtration, ultraviolet radiation and autoclaving • use of specialised techniques, such as chromic acid baths and soaking in hypochlorite
Preparation areas	Preparation areas may include: • benches • fume cupboards • sheds • sinks
Agents for cleaning	Agents for cleaning may include: • cleaning solutions • decontaminants • organic solvents
Spillages	Spillages may include: • chemicals • radioactive materials • biologically active materials
Wastes	Wastes may include: • broken glass • batteries • disposable personal protective equipment • excess test samples • micro-organisms • plastic and metals • sharps • solvents • spent reagents

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RANGE STATEMENT	
	• spent samples and test pieces • used containers, boxes, bags and palettes
Stock records	Stock records may include: • calibration and maintenance history • data sheets • handbooks, warranty documents, catalogues, manuals and MSDS • records of usage, loans and breakages
Communication	Communication could involve other people, such as: • laboratory, production, administration and cleaning staff • internal/external contractors • emergency personnel
Maintenance issues	Maintenance issues could involve: • checking materials and equipment are fit for purpose • equipment malfunction • hygiene issues • potential hazards, incidents and emergencies • recycling and waste disposal • spillages, leakages, breakages and contamination • stock requirements and shortages
Hazards	Hazards may include: • aerosols from broken centrifuge tubes and pipetting • chemicals, such as acids, heavy metals, pesticides and hydrocarbons • crushing, entanglement and cuts associated with moving machinery or falling objects • cryogenics, such as dry ice and liquid nitrogen • electric shock • fluids under pressure, such as steam and industrial gas cylinders • manual handling, working at heights and working in confined spaces • microbiological organisms and agents associated with soil, air, water, blood and blood

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RANGE STATEMENT	
	products, and human or animal tissue and fluids • occupational overuse syndrome, slips, trips and falls • pedestrian and vehicular traffic • sharps, broken glassware and hand tools • solar radiation, dust and noise • sources of ignition, flammable liquids and gases
Established safe work practices	Established safe work practices may include: • applying containment procedures through the use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets and Class PCII, PCIII, and PCIV physical containment facilities • ensuring access to service shut-off points • following established manual handling procedures for tasks involving manual handling • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions • labelling of samples, reagents, aliquoted samples and hazardous materials • recognising and observing hazard warnings and safety signs • reporting to appropriate personnel of abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates • use of MSDS • use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators and safety boots
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through

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RANGE STATEMENT	
	state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Maintenance

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSL933002A Contribute to the achievement of quality objectives

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the development of a working knowledge of quality principles and their application in laboratory/field work.

Application of the Unit

Application of the unit	This unit of competency is applicable to samplers/testers, production operators and laboratory/field assistants working in all industry sectors. These personnel have defined roles and responsibilities within the enterprise's quality system which are set out in quality manuals and workplace procedures. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Apply quality control procedures	1.1. Record data for quality control purposes 1.2. Recognise and report non-conformances in keeping with job role and quality procedures
2. Contribute to quality improvements	2.1. Review own work practices for opportunities to continuously improve performance 2.2. Identify and report opportunities for improvements in procedures, processes and equipment in work area
3. Maintain commitment to enterprise quality standards in own work	3.1. Maintain an objective of 'right first time' 3.2. Conduct work in accordance with sustainable energy work practices 3.3. Minimise waste and rework in accordance with enterprise guidelines 3.4. Demonstrate 'job ownership' for whole tasks through a commitment to finish and follow-up 3.5. Ensure that personal actions conform with the code of ethics relevant to the workplace

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ELEMENT	PERFORMANCE CRITERIA
4. Assist in maintaining customer relationships	4.1. Demonstrate an understanding of the business goals, products and services of the enterprise when dealing with customers in relation to own function 4.2. Communicate appropriately with customers in keeping with knowledge and authority limitations and quality requirements
5. Update knowledge and skills as required	5.1. Recognise own strengths and limitations and take advantage of opportunities for skill development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- applying the required quality control procedures
- providing quality products and services to customers consistent with the job role
- resolving simple customer requirements
- minimising waste and rework
- contributing to improvements in productivity and quality through teamwork and commitment to personal work standards

Required knowledge

Required knowledge includes:

- concepts of metrology
- continuous improvement and waste minimisation principles
- enterprise procedures associated with the candidate's regular technical duties
- layout of the enterprise, divisions and laboratory
- lines of communication
- organisational structure of the enterprise
- products and services provided by the enterprise
- quality requirements of the candidate's job role and functions
- recording, reporting and document control requirements
- relevant health, safety and environment requirements
- role of internal and external audits
- role of laboratory services to the enterprise and customers

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REQUIRED SKILLS AND KNOWLEDGE
• scheduling of tests and procedures to meet customer 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, 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	Assessors should ensure that candidates can: • apply the required quality control principles and procedures to their work • contribute to improvements in productivity and quality • maintain their personal commitment to quality objectives.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL913001ACommunicate with other people* • technical units of competency dealing with sampling and testing. Resources may include: • enterprise quality manual and procedures • standard operating procedures (SOPs).
Method of assessment	The following assessment methods are suggested: • review of quality control data collected by the candidate • review of quality improvements suggested by the candidate • feedback from supervisors and peers • oral or written questions about quality concepts and enterprise procedures • flow charts or diagrams prepared by the candidate to describe work flows and workplace layout (alternatively, the candidate could explain existing

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EVIDENCE GUIDE	
	charts or diagrams). In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting. **Manufacturing** Laboratory assistants must have a good working knowledge of quality control procedures and how they contribute to the achievement of enterprise quality objectives. An assistant was measuring the moisture content of coke by a standard method. The SOP for this test stated that the limits for moisture should be between 2% and 5% by weight. The assistant obtained a result of 5.8%. The assistant had followed the SOP correctly and performed the determination in triplicate and had confidence in the precision of the result. The assistant recognised and reported the non-conformance to the laboratory supervisor. The production manager took corrective action and modified the drying process to reduce the moisture content and provide a product which met the customer's requirements. **Biomedical** A laboratory assistant working in the pathology department of a rural hospital was responsible for serum lithium estimations by flame photometry. When asked by the office staff when the lithium results would be ready, the assistant replied that the testing schedule of the laboratory meant that the test would not be done until the

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EVIDENCE GUIDE	
	following week and asked why the office staff needed to know. The answer was that an outpatient clinic was being held, and the results were needed for a consultation. Although samples were often taken a week before the clinic was to be held, the assistant realised that results were not always ready for the clinic because of the testing schedule of the laboratory. The assistant reported the situation to the laboratory supervisor. The supervisor rescheduled lithium testing to match the clinic times, so that results would always be ready for the clinic consultation. This pleased the clinic staff, the patient did not waste a visit, the office staff no longer got irate phone calls and the quality of service was improved overall. **Food processing** A fruit processing company produced many tonnes of solid vegetable waste annually. This was dumped as landfill at considerable cost and the local council was concerned that the method of disposal was not sustainable. The laboratory assistants at the company were included in a quality improvement team to investigate the problem. The team concentrated on alternative production methods to minimise waste yields and additional production methods that would enable the waste to be profitably utilised. They identified four potential uses of the waste: a source of pectin, alcohol and sugar and conversion of raw fruit peel to glazed peel. A cost-benefit analysis was performed in consultation with supporting industries, including a local winery to assess the merits of these value adding activities. The outcome was that the amount of waste produced by the company was significantly reduced with much of the waste channelled into marketable products with full cost recovery. After some initial doubts, the laboratory personnel realised that they were able to make useful contributions to the project. As a result, they became part of an ongoing investigation of waste minimisation and value adding practices.

Range Statement

RANGE STATEMENT

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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.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include:
	• Australian and international standards, such as:
	  • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
	  • AS/NZS ISO 9000 Set:2008 Quality management systems set
	• Australia New Zealand Food Standards (ANZFS) Code
	• Australian code of good manufacturing practice for medicinal products (GMP)
	• customer specific requirements/standards
	• National Association of Testing Authorities (NATA) Accreditation programs requirements
	• principles of good laboratory practice (GLP)
	• Therapeutic Goods Regulations 1009

Quality control procedures	Quality control procedures may include: • standards imposed by regulatory and licensing bodies • enterprise quality procedures • working to a customer brief and associated quality procedures • checklists to monitor job progress against agreed time, costs and quality standards • the use of hold points to evaluate conformance • the use of inspection and test plans to check compliance
Concepts of metrology	Concepts of metrology may include: • that all measurements are estimates

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RANGE STATEMENT	
	• measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Sustainable energy principles and work practices	Sustainable energy principles and work practices may include: • examining work practices that use excessive electricity • switching off equipment when not in use • regularly cleaning filters • insulating rooms and buildings to reduce energy use • recycling and reusing materials wherever practicable • minimising process waste
Reporting	Reporting may involve: • verbal responses • data entry into laboratory information management system (LIMS) or enterprise databases • brief written reports using enterprise proformas
Quality improvement opportunities	Quality improvement opportunities that relate to the work of laboratory assistants could include: • improved methods for sampling, testing and recording data • improved hygiene and sanitation procedures • minimisation of waste and rework • improved laboratory layout and work flow
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these

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RANGE STATEMENT	
	requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Maintenance

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSL933004A Perform calibration checks on equipment and assist with its maintenance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to perform setup, pre-use and in-house calibration checks on equipment and assist with its maintenance.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory assistants working in all industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Perform setup and pre-use checks of laboratory equipment	1.1. Perform laboratory equipment setup and pre-use checks in accordance with enterprise procedures 1.2. Perform safety checks in accordance with relevant enterprise and instrumental procedures 1.3. Identify faulty or unsafe components and equipment and report to appropriate personnel 1.4. Complete instrument log books/records to meet enterprise requirements
2. Perform calibration checks	2.1. Start up equipment according to operating procedures 2.2. Use specified standards for calibration check 2.3. Check equipment as per calibration procedures and schedules 2.4. Record all calibration data accurately and legibly 2.5. Compare data with specifications and/or previous records to identify non-compliant equipment 2.6. Quarantine out of calibration equipment
3. Assist with equipment maintenance	3.1. Ensure all equipment work areas are clean during and after equipment use 3.2. Perform basic maintenance in accordance with enterprise procedures 3.3. Clean and store equipment according to enterprise

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ELEMENT	PERFORMANCE CRITERIA
	and/or manufacturer's specifications/procedures 3.4. Identify and replace, repair or dispose of damaged/worn equipment as appropriate
4. Maintain records	4.1. Record and report information on unsafe or faulty equipment according to enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- performing setup, pre-use checks and shutdown procedures
- performing calibration checks of basic equipment using standard procedures
- obtaining readings of the required accuracy and precision
- identifying non-compliant equipment from specifications and/or previous checks
- recognising non-standard behaviour of instruments
- assisting with maintaining equipment in working order by performing basic maintenance tasks
- following all relevant occupational health and safety (OHS) requirements
- following enterprise recording and reporting procedures

Required knowledge

Required knowledge includes:

- operational principles and methods for equipment use
- basic sources of error in equipment operation and their control
- role and importance of correct calibration
- basic equipment maintenance procedures
- enterprise communication and reporting procedures
- relevant OHS and environment requirements

Evidence Guide

EVIDENCE GUIDE

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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	Assessors should ensure that candidates can: • perform setup pre-use checks and shutdown procedures • perform calibration checks of basic equipment using standard procedures • obtain readings of the required accuracy and precision • recognise non-standard behaviour of instruments • assist with maintaining equipment in working order by performing basic maintenance tasks • follow all relevant OHS requirements • follow enterprise recording and reporting procedures.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL973001A Perform basic tests*. Resources may include: • standard laboratory equipped with appropriate equipment and reference materials • enterprise procedures and standard methods, equipment manuals • calibration check standards and procedures • maintenance procedures.
Method of assessment	The following assessment methods are suggested: • review of the quality of test data/results achieved by the candidate over time • inspection of records and workplace documentation completed by the candidate • feedback from peers and supervisors • observation of the candidate performing calibration checks and basic maintenance tasks In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess

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EVIDENCE GUIDE	
	directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. **Manufacturing and construction materials testing** Laboratory assistants perform calibration checks and operate a range of laboratory equipment to ensure the quality of products. For example, the labelling on fertilisers specifies the total percentage of nitrogen [N or N(t)], the total percentage of phosphorus [P or P(t)] in all forms and the total percentage of potassium [K]. A 5-10-5 fertiliser contains 5% N, 10% P and 5% K. During the manufacture of fertiliser, an assistant in a quality control laboratory measures the concentration of nitrogen, phosphorus and potassium using standard analytical methods to ensure that the final products are within prescribed specifications. The assistant must pay particular attention to the equipment calibration check. If the equipment is out of calibration no amount of testing skill will result in accurate results. Selling out of specification fertiliser could result in a product recall or claims from users against the manufacturer. **Biomedical and environmental services** Laboratory assistants are quite often involved in routine collections and culturing of cells. Bacterial cells are often cultured and grown to large populations in order to provide material from which to extract biological materials. A quick method of determining when the cell growth has yielded enough cells is to determine the absorbance of the cell culture by measuring absorbance at 600 nm. An absorbance of 1 to 1.5 will give a good

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EVIDENCE GUIDE	
	cell harvest. This method relies on the assistant being able to perform calibration checks on an ultraviolet-visible (UV-VIS) spectrometer. **Food and beverage processing** A laboratory assistant in the quality control laboratory of a fruit canning company is required to perform calibration checks and maintain and operate a range of equipment, including a pH meter. Canned pears, for example, are routinely checked for pH to ensure safe heat processing. While checking the calibration of the pH meter with the standard buffer solutions, the laboratory assistant found that stable pH readings could not be obtained. On closer inspection, it was found that the pH probe was damaged. This was reported to the supervisor. The probe was replaced and the meter was re-checked for calibration in readiness for routine testing. **Construction Materials Testing** A laboratory assistant has been allocated the task of performing in-house calibration checks on the laboratory's equipment. He/she has previously prepared a wall chart for the year that shows when the required calibration checks fall due in accordance with the NATA Field Application Document (FAD) for construction materials testing. The assistant consults the wall chart and notes that this month's calibration checks include checking the: • ice points of the liquid-in-glass thermometers • working sieves against the reference set • compaction hammers for compliance with specifications • repeatability of the balances. A full calibration of one of the laboratory's nuclear density gauges is also required. He/she then telephones the local calibration authority to book the nuclear gauge in for calibration and prepares to perform the other in-house checks.

Range Statement

RANGE STATEMENT

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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.	
Codes of practice	Where reference is made to Industry codes of practice and Australian/international standards, it is expected the latest version will be used

Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include:
	• Australian and international standards such as:
	  • AS/NZS 2243 Set:2006 Safety in laboratories set
	  • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
	• Australian code of good manufacturing practice for medicinal products (GMP)
	• National Association of Testing Authorities (NATA) Field Application Documents (FADs)
	• calibration check and maintenance schedules
	• enterprise recording and reporting procedures
	• equipment manuals
	• equipment start up, operation and shutdown procedures
	• material safety data sheets (MSDS)
	• material, production and product specifications
	• national measurement regulations and guidelines
	• OHS national standards and codes of practice
	• principles of good laboratory practice (GLP)
	• production and laboratory schedules
	• quality manuals
	• standard operating procedures (SOPs)

Typical equipment and instruments	Typical equipment and instruments may include: • balances, pipettes, burettes and volumetric glassware • colorimeters/spectrometers and polarimeters • compaction rammers and soil classification

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RANGE STATEMENT	
	equipment • conductivity meters and pH meters • disintegration apparatus, thermometers, incubators and water baths • instrument chart recorders, penetrometers, force measuring equipment and tensiometer • melting point apparatus, viscometers and hardness testing equipment • mixing and separating equipment such as centrifuges, rifflers and splitters, and mixers • noise meters and blasting meters • optical microscopes
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Maintenance

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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MSL953001A Receive and prepare samples for testing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to log samples, check sample documentation, schedule and prepare samples for testing in accordance with enterprise procedures. This unit does not include testing, tissue processing or similar techniques.

Application of the Unit

Application of the unit	This unit of competency is applicable to field and laboratory assistants in all industry sectors who receive and prepare samples as part/all of their jobs in a sample reception area. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Log samples	1.1. Record date (and time of arrival, if required) of samples at enterprise 1.2. Check and match samples with request forms before they are accepted 1.3. Enter samples into the laboratory information management system (LIMS) 1.4. Apply required document tracking mechanisms 1.5. Process 'urgent' test requests according to enterprise requirements 1.6. Ensure security and traceability of all information, laboratory data and records
2. Address customer service issues	2.1. Report to referring client when samples and request forms do not comply with enterprise requirements 2.2. Refer to supervisor for instruction where 'return to source' is inappropriate or not possible 2.3. Maintain confidentiality of all client/enterprise data

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ELEMENT	PERFORMANCE CRITERIA
	and information 2.4. Ensure that information provided to customers is accurate, relevant and authorised for release 2.5. Deal with customers politely and efficiently and in accordance with enterprise procedures
3. Prepare samples for testing	3.1. Perform physical separation of the samples, as required 3.2. Prepare the required number of sub-samples 3.3. Perform chemical separation of the samples as required 3.4. Place samples in appropriate transport media, if appropriate 3.5. Monitor and control sample conditions before, during and after processing
4. Distribute samples	4.1. Group samples requiring similar testing requirements 4.2. Distribute samples to work stations maintaining sample integrity 4.3. Distribute request forms for data entry or filing in accordance with enterprise procedures 4.4. Check that samples and relevant request forms have been received by laboratory personnel
5. Maintain a safe work area and environment	5.1. Apply safe work practices to ensure personal safety and that of other laboratory personnel 5.2. Use appropriate protective equipment to ensure personal safety when sampling, processing, transferring or disposing of samples 5.3. Report all accidents and spillages to supervisor 5.4. Clean up splashes and spillages immediately using appropriate techniques and precautions 5.5. Minimise the generation of wastes and environmental impacts 5.6. Ensure the safe disposal of hazardous materials and other laboratory wastes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- receipt and logging in of samples
- checking of samples for history and acceptable transport conditions
- preparing and sub-sampling of samples
- labelling samples accurately and completely
- using standard precautions when dealing with potentially hazardous materials
- applying knowledge of the relationship between specific sample preparation and associated tests
- clarifying specific client requirements with appropriate personnel promptly
- labelling and storing samples in a way which maintains sample integrity and traceability
- disposing of samples following required procedures
- maintaining equipment and the workspace

Required knowledge

Required knowledge includes:

- enterprise procedures for the receipt, documentation, distribution and storage of samples
- potentially hazardous and unstable nature of samples
- requirement of specified sample types for specific tests
- importance of maintaining effective customer relations
- sample storage and transport requirements
- relevant health, safety and environment requirements

Specific industry

Additional knowledge requirements may apply for different industry sectors. For example:Biomedical laboratories:

- potentially infective nature of all biological materials
- nature of unstable solutions, such as anti-coagulated whole blood
- non-conformance of clotted samples for procedures, such as routine haematological tests

Evidence Guide

EVIDENCE GUIDE

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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	Assessors should ensure that candidates can: • safely receive and log samples in accordance with enterprise procedures • apply knowledge of the relationship between sample preparation requirements and associated tests • deal with customers politely and efficiently • recognise and deal with problems according to enterprise procedures • maintain sample integrity and traceability.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL913001A Communicate with other people* • *MSL943002A Participate in laboratory/field workplace safety*. Resources may include: • a selection of sample containers, tubes, request forms and sample documentation • simulated samples when an authentic sample is unavailable or inappropriate.
Method of assessment	The following assessment methods are suggested: • review of sample receipt and preparation records prepared by the candidate • feedback from supervisors and peers • direct observation of sample receipt and preparation • questioning to assess knowledge of procedures where direct observation is difficult (such as sample receipt and preparation in the field). In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to

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EVIDENCE GUIDE	
	accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting. **Environmental** A laboratory assistant at a hazardous liquid waste recycling plant is required to log in all samples, match all samples with the in-house profile of the source of the waste, label them and activate the tracking procedure. He/she then prepares a sample for a series of standard tests which are determined by the profile of the waste material (acid or alkali, organic or heavy metal, etc). Given the hazardous nature of the waste, the laboratory assistant must use appropriate safety equipment at all times and ensure the safe disposal of all hazardous material. The assistant must work efficiently as these procedures are activated upon arrival of a road tanker and when the hazardous waste has been verified and judged acceptable for treatment at the plant by the laboratory supervisor. The laboratory assistant also liaises with the truck driver, or the referring client, should the samples (and/or subsequent tests) not comply with enterprise conditions for receiving the hazardous waste. **Construction materials testing and mineral assay** A laboratory assistant has received a consignment of disturbed soil samples from a client for classification testing. A test request and field logs have been sent by mail. Each sample is bagged and labelled, with the label showing the name of the client, project, date and sampling location, and a field description of the material. The laboratory policy is that samples weighing more than 20 kg must be bagged so that the individual bags do not exceed this limit and labelled as bag 1 of ..., bag 2 of ..., etc. The assistant checks to ensure all component bags of such samples are present. He/she is careful to handle the

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EVIDENCE GUIDE	
	samples using safe manual handling techniques. The assistant arranges the samples in order of location and reconciles them with the test request and logs. Two samples have been shown on the request but have not been received. The assistant emails the technician who despatched them and subsequently is advised that they were overlooked during despatch and will be forwarded as soon as possible. The assistant compares the samples with the field descriptions and finds that they match. Samples that are not designated for testing immediately are set aside in the laboratory store. The remainder are placed in trays for drying in the 50ºC oven. The tray numbers are carefully written on the respective worksheets. When the samples have dried and cooled they are split out sufficiently for sieve analysis and plasticity testing, making allowance for the maximum particle size of each sample. The assistant is careful to avoid raising dust during the process. **Biomedical** A laboratory assistant has just started a shift in specimen reception and puts on a coat and gloves before touching any samples. There is a pile of samples and forms in the sample box. In some cases, the samples and forms are enclosed in a plastic bag. In other cases, they are seemingly unconnected. The assistant notices that one of the samples has a bloodstained label. She/he quickly examines the samples, isolates the leaking sample in a lockable plastic bag and places the related request form in the bag's separate compartment. The assistant then disposes of her/his dirty gloves. The assistant now logs all samples into the computer, placing to one side a sample and request form that is inadequately labelled. She/he makes a note to call the referring doctor as soon as possible. The assistant places the haematology samples in the colour-coded tray and calls the laboratory for their pickup. She/he then calls the doctor of the patient whose sample is inadequately labelled. She/he records the missing date of birth on the request form, and then barcode/labels tubes for the samples' testing. Within 30 minutes, she/he has cleared the first rush of samples. She/he takes the time to carefully empty the bin of wastes.

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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.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include:
	• Australian and international standards such as:
	  • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
	  • AS/NZS 2243 Set:2006 Safety in laboratories set
	  • AS/NZS ISO 14000 Set:2005 Environmental management standards set
	• Australia Post Guides
	• Australian Dangerous Goods Code
	• Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice
	• enterprise operating procedures for preparing samples
	• enterprise quality manuals
	• gene technology regulations
	• International Air Transport Association (IATA) Regulations
	• material safety data sheets (MSDS)
	• occupational health and safety (OHS) national standards and codes of practice
	• procedure sheets for physical and chemical separation
	• procedure sheets indicating how samples and sub-samples are to be labelled, processed, distributed, flagged for urgent testing or for other non-routine requirements, including

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RANGE STATEMENT	
	referral to external laboratories • procedure sheets indicating transport and storage requirements • safety manuals describing personal protective equipment requirements, control of hazardous wastes, containment and cleanup of spillages, and disposal and recycling of wastes
Samples received	Samples received may include: • gas or air samples • liquid samples, such as water and waste water, stormwater, sludges and complex mixtures and sewage • solid samples, such as soils and sediments, rocks/minerals, concrete, quarry or mining products • solid wastes, such as hazardous, non-hazardous, domestic, commercial, industrial, mining and agricultural • biological specimens such as tissue and blood • raw materials, start, middle, end of production run samples and final products
Hazards	Hazards may include: • biohazards, such as micro-organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • dust and noise • chemicals, such as acids and hydrocarbons • aerosols • sharps and broken glassware • manual handling of heavy sample bags and containers • crushing, entanglement and cuts associated with moving machinery
Safe work practices	Safe work practices may include: • use of MSDS • use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits, respirators and safety boots • use of biohazard containers and laminar flow

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RANGE STATEMENT	
	cabinets • correct labelling of reagents and hazardous materials • handling, and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning and/or decontamination of equipment and work areas
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Sampling

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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MSL973001A Perform basic tests

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to perform tests and measurements using standard methods with access to readily available advice from supervisors.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory/field assistants working in all industry sectors. In general, they do not calibrate equipment and make only limited adjustments to the controls. They do not interpret or analyse results or troubleshoot equipment problems. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Interpret test requirements	1.1. Review test request to identify samples to be tested, test method and equipment involved 1.2. Identify hazards and enterprise controls associated with the sample, preparation methods, reagents and/or equipment
2. Prepare sample	2.1. Record sample description, compare with specification, record and report discrepancies 2.2. Prepare sample in accordance with appropriate standard methods
3. Check equipment before use	3.1. Set up test equipment in accordance with test method 3.2. Perform pre-use and safety checks in accordance with enterprise procedures and manufacturer's instructions 3.3. Identify faulty or unsafe equipment and report to appropriate personnel 3.4. Check calibration status of equipment and report any out of calibration items to appropriate personnel
4. Perform tests on samples	4.1. Identify, prepare and weigh or measure sample and standards to be tested

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Conduct tests in accordance with enterprise procedures 4.3. Record data in accordance with enterprise procedures 4.4. Perform calculations on data as required 4.5. Identify and report out of specification or atypical results promptly to appropriate personnel 4.6. Shut down equipment in accordance with operating procedures
5. Maintain a safe work environment	5.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 5.2. Minimise the generation of wastes and environmental impacts 5.3. Ensure safe disposal of laboratory and hazardous wastes 5.4. Clean, care for and store equipment and reagents as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting enterprise procedure or standard methods accurately
- using safety information, such as material safety data sheets (MSDS) and performing procedures safely
- checking test equipment before use
- completing all tests within required timeline without sacrificing safety, accuracy or quality
- calculating, recording and presenting results accurately and legibly
- maintaining security, integrity and traceability of all samples, data/results and documentation
- cleaning and maintaining equipment

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge includes: • concepts of metrology • the international system of units (SI) • purpose of test • principles of the standard method • pre-use equipment checks • relevant standards/specifications and their interpretation • sources of uncertainty in measurement and methods for control • enterprise and/or legal traceability requirements • interpretation and recording of test result, including simple calculations • procedures for recognition/reporting of unexpected or unusual results • relevant health, safety and environment 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, 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	Assessors should ensure that candidates can: • accurately interpret enterprise procedures or standard methods • complete all tests within the required timeline without sacrificing safety, accuracy or quality • demonstrate close attention to the accuracy and precision of measurements and the data obtained • maintain the security, integrity and traceability of all samples, data/results and documentation.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL922001A Record and present data*. Resources may include: • standard laboratory equipped with appropriate

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EVIDENCE GUIDE	
	equipment standards and materials • enterprise procedures and standard methods, and equipment manuals • MSDS.
Method of assessment	The following assessment methods are suggested: • review of the quality of test data/results achieved by the candidate over time • inspection of records and workplace documentation completed by the candidate • feedback from peers and supervisors • observation of the candidate performing a range of basic tests • oral or written questioning to check underpinning knowledge of test procedures. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. **Manufacturing** Standard testing methods may be viewed as legal requirements that must be followed to ensure that a product manufactured in a chemical plant meets the specification by which it is sold to the customer. Technical assistants perform tests in a quality control laboratory to ensure that material meets legal requirements and the material is safe and effective in use. Peroxides may be present in ether as a result of

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	light-catalysed air oxidation. Peroxides are toxic and can give rise to mixtures which are explosive when distilled. Technical assistants test ether to ensure that the level of peroxide is within acceptable limits. The test is done by shaking ether with a solution of potassium iodide. After standing for 30 minutes in the dark the yellow colour of the aqueous phase, due to the liberation of iodine, must not be more intense than a prepared standard solution. These tests ensure the quality and safety of the ether. **Food processing** A snack food company produces a range of high quality, impulse purchase snack foods. Some of these products are moisture and/or oxygen sensitive and are therefore packaged in multi-layer flexible packaging to provide optimum shelflife. The packaging must also be able to withstand the rigours of the production and distribution process. While the packaging is purchased to meet the shelflife and distribution specifications, the quality assurance program requires the periodic evaluation of the packaging materials against these specifications. A laboratory assistant uses standard methods to test the tearing resistance, bursting strength, impact resistance and permeability and/or leakage of the snack food packaging. Tests are also conducted on aspects of the manufacturing process that can affect shelflife. These tests involve the measuring of the heat-seam strength and the sealing performance of the closure process. The test results are recorded by the laboratory assistant to verify the conformance of the materials to the supplier specifications and of the process to the manufacturing specifications. The assistant reports any anomalies or non-conformances to the appropriate personnel. **Construction materials testing** A technician performs an Aggregate Stripping Test (AS 1141.50) and enters the results in the laboratory's information management system (LIMS). The resulting 20-30% stripped values (i.e. 70-80% adhering) indicate a 'fail' result. The technician notes that he has repeated the test and obtained the same 'fail' result. The laboratory manager reviews the results and asks the technician to explain how he performed the test. He describes how he prepared 3-4 mm thick plates of bitumen and binding agent in the mould and then placed 50 small clean pieces of aggregate on top. After treatment in an oven for 24

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	hours and a 50°C water bath in accordance with the test method, the technician had then carefully pulled out the pieces of aggregate and avoiding any twisting motion. He then estimated the % of bitumen adhering to each of the stones with the expectation that the stripped value would be about 5% (i.e. 95% adhering). The manager is satisfied that the technician has performed the test in accordance with the method and suggested that he now re-run the test with a known aggregate as a control. This test gives a stripped value of 5-7% (i.e. 93-95% adhering). The manager is now sufficiently confident of the laboratory's results to sign and issue the test report and explain the aggregate's 'test failure' to the client.

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.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include:
	• Australian and international standards, such as:
	  • AS ISO 1000-1998 The international system of units (SI) and its application
	  • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
	  • AS/NZS 2243 Set:2006 Safety in laboratories set
	• Australian code of good manufacturing practice for medicinal products (GMP)
	• calibration and maintenance schedules

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RANGE STATEMENT	
	• enterprise recording and reporting procedures • equipment manuals • equipment startup, operation and shutdown procedures • MSDS and safety procedures • material, production and product specifications • national measurement regulations and guidelines • principles of good laboratory practice (GLP) • production and laboratory schedules • quality manuals • standard operating procedures (SOPs)
Concepts of metrology	Concepts of metrology may include: • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Preparation of samples	Preparation of samples may include: • sub-sampling or splitting using procedures, such as riffling, coning and quartering, manual and mechanical splitters • diluting samples • physical treatments, such as ashing, dissolving, filtration, sieving, centrifugation and comminution • moulding, casting or cutting specimens
Typical tests carried out by laboratory/field assistants	Typical tests carried out by laboratory/field assistants may include: • visual/optical tests of appearance, colour, texture, identity, turbidity, refractive index (alcohol content and Baume/Brix) • physical tests: • density, specific gravity and compacted

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RANGE STATEMENT	
	density • moisture content and water activity • particle size, particle shape and size distribution • chemical tests: • gravimetric • colorimetric • electrical conductivity (EC) and pH • specific ions using dipsticks and kits • nutrients (e.g. nitrates and orthophosphates) using basic kits • ashes, including sulphated ashes • biological/environmental tests: • pH, oxygen reduction potential (ORP), dissolved oxygen (DO) and (EC) • E coli using test kits • surface hygiene/presence of microbes • packaging tests: • tearing resistance, bursting strength and impact resistance • permeability and/or leakage • mechanical tests: • Emerson class • concrete slump
Measurements	Measurements may include: • simple ground surveys • meteorological parameters, such as wind direction/strength, rainfall, maximum/minimum temperature, humidity and solar radiation • simple background radiation survey • production/process parameters, such as temperature, flow and pressure • gas levels in a confined space
Common measuring equipment	Common measuring equipment may include: • dimension apparatus • DO and EC • analogue and digital meters and charts/recorders

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RANGE STATEMENT	
	• basic chemical and biological test kits • dipsticks and site test kits (e.g. HACK) • timing devices • temperature measuring devices, such as thermometers and thermocouples
Hazards	Hazards may include: • electric shock • biohazards, such as microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • solar radiation, dust and noise • chemicals, such as sulphuric acid, fluorides and hydrocarbons • aerosols • sharps, broken glassware and hand tools • flammable liquids • dry ice and liquid nitrogen • fluids under pressure • sources of ignition • occupational overuse syndrome, slips, trips and falls • manual handling, working at heights and working in confined spaces • crushing, entanglement and cuts associated with moving machinery or falling objects
Enterprise controls to address hazards	Enterprise controls to address hazards may include: • use of MSDS • use of signage, barriers and service isolation tags • use of personal protective equipment, such as hard hats, hearing protection, sunscreen lotion, gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits, respirators and safety boots • use of appropriate equipment, such as biohazard containers and cabinets and laminar flow cabinets • recognising and observing hazard warnings and safety signs

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RANGE STATEMENT	
	• labelling of samples, reagents, aliquoted samples and hazardous materials • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions, and enterprise procedures and regulations • cleaning and decontaminating equipment and work areas regularly using recommended procedures • following established manual handling procedures for tasks involving manual handling
Minimising environmental impacts	Minimising environmental impacts may involve: • recycling of non-hazardous waste, such as chemicals, batteries, plastic, metals and glass • appropriate disposal of hazardous waste • correct disposal of excess sample/test material • correct storage and handling of hazardous chemicals
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSL973002A Prepare working solutions

Modification History

Not applicable.

Unit Descriptor

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

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory assistants working in all industry sectors. Test solutions include those required to perform laboratory tests. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Safely use laboratory chemicals, glassware and equipment	1.1. Apply appropriate safety precautions for use of laboratory equipment and hazardous chemical materials 1.2. Use appropriate laboratory glassware and measuring equipment 1.3. Clean and store glassware and equipment in accordance with enterprise procedures
2. Make up working solutions	2.1. Identify the relevant standard methods for solution preparation 2.2. Assemble specified laboratory equipment 2.3. Select and prepare materials and solvent of specified purity 2.4. Measure appropriate quantities of reagents for solution preparation and record data 2.5. Prepare labels and log solution details in laboratory register 2.6. Transfer solutions to appropriately labelled containers
3. Check existing stock of solutions	3.1. Monitor shelf life of working solutions according to laboratory procedures

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Replace out-of-date or reject solutions according to laboratory procedures 3.3. Conduct routine titrimetric analyses, if appropriate, to determine if solutions are fit for purpose

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using appropriate materials, equipment and procedures to prepare solutions
- following appropriate occupational health and safety (OHS), and hygiene procedures, if appropriate
- using all equipment safely and efficiently
- using enterprise procedures to calculate concentrations
- identifying solutions not fit for use
- using titrations to determine the concentration of solutions
- labelling, storing and disposing of solutions appropriately
- recording and presenting data appropriately

Required knowledge

Required knowledge includes:

- relevant biological, chemical, food and laboratory terminology
- principles of metrology
- the international system of units (SI)
- concentration terms, such as % w/w, % w/v, % v/v, ppm (mg/L) and molarity
- basic theory of acids, bases, salts, buffers and neutralisation
- enterprise procedures for preparing solutions
- calculations required to prepare specified amounts of solutions of specified concentration
- appropriate OHS procedure for preparing, handling and disposal of solutions
- use of material safety data sheets (MSDS)
- relevant health, safety and environment requirements

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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	Assessors should ensure that candidates can: • prepare working solutions in compliance with relevant standards, appropriate procedures and/or enterprise requirements • follow OHS procedures to safely use laboratory chemicals glassware and equipment • make up working solutions according enterprise procedures • check existing stocks of solutions as being fit for purpose.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL922001A Record and present data* • *MSL943002A Participate in laboratory/field workplace safety*. Resources may include: • standard laboratory equipped with appropriate equipment and reagents • SOPs and testing methods • access to appropriate containers and storage facilities.
Method of assessment	The following assessment methods are suggested: • inspection of solutions prepared, labelled and stored by the candidate • review of solution records and workplace documentation completed by the candidate • feedback from peers and supervisors • observation of the candidate preparing working solutions • oral or written questioning. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess

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EVIDENCE GUIDE	
	directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting. **Manufacturing** When starting materials used for the manufacture of common household materials are in transit from the supplier to the manufacturer, they may degrade if subjected to conditions, such as heat, moisture, light and oxygen. Even when the supplier ships quality materials to the manufacturing plant, the materials may be sub-standard when they arrive. Quality control tests are designed to test starting materials to ensure they are within specification. For example, aspirin forms salicylic acid when stored under adverse conditions. Laboratory assistants prepare and monitor the quality of solutions, such as ferric chloride solution, which gives an intense violet colour when added to salicylic acid but gives no colour with aspirin. Absence of the violet colouration indicates that breakdown of the aspirin hasn't occurred. **Biomedical** A laboratory assistant made up 1 litre of buffer solution using buffer tablets and a 1 litre volumetric flask as specified in the method. To ensure the solution was suitable for use the assistant measured the pH and found it was within acceptable range. The assistant then appropriately labelled a storage vessel and stored the buffer according to requirements. By following enterprise procedures the shelf life of the buffer was maximised.

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	Environmental An environmental laboratory is contracted to determine the acidity of water samples taken from local lakes and streams. A laboratory assistant is required to make up small batches of 0.01M sodium hydroxide and to determine its concentration by titrating it against a standard solution of potassium acid phthalate using phenolphthalein indicator. This procedure is carried out monthly to ensure that the concentration of the sodium hydroxide solution is accurately known. Alternatively, the laboratory assistant may be required to prepare and standardise a fresh batch of sodium hydroxide on a monthly basis. In this case, he/she must understand the underpinning knowledge of basic acid/base theory, potential problems of interferences (such as slow absorption of carbon dioxide by sodium hydroxide solution) so as to ensure that the concentrations of workup solutions are accurately known. He/she must also be skilled in calculating and performing dilution when required to prepare such low concentrations (0.01M) of working solutions.

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.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include: • Australian and international standards, such as: • AS 2163-2000 Laboratory glassware - Measuring cylinders

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RANGE STATEMENT	
	• AS 2165-1996 Laboratory glassware - Burettes AS 2162.1-1996 Verification and use of volumetric apparatus - General - Volumetric glassware • AS ISO 1000-1998 The international system of units (SI) and its application • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 2243 Set:2006 Safety in laboratories set • Australian code of good manufacturing practice for medicinal products (GMP) • calibration and maintenance schedules • enterprise recording and reporting procedures • equipment manuals • equipment startup, operation and shutdown procedures • MSDS and safety procedures • material, production and product specifications • national measurement regulations and guidelines • principles of good laboratory practice (GLP) • production and laboratory schedules • quality manuals • standard operating procedures (SOPs)
Concepts of metrology	Concepts of metrology may include: • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Typical test solutions	Typical test solutions may include: • solutions required for diagnostic/analytical and limit tests in food and chemical laboratories,

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RANGE STATEMENT	
	such as sulphates, chlorides and heavy metals • solutions, such as stains for standard diagnostic/analytical procedures in biomedical/environmental laboratories, such as cell staining, fixation of cells and tissues, suspension of cells and titrimetric indicators • solutions required for laboratory maintenance and disinfection, such as 70% ethanol and hypochlorite
Laboratory equipment	Laboratory equipment may include: • pH meters • balances • magnetic stirrers, water baths and hot plates • measuring cylinders, beakers, conical flasks, volumetric flasks, pipettes and burettes • filter papers and funnels • fume cupboards
Hazards	Hazards may include: • corrosive chemicals, such as acids and alkalis • sources of heat, such as burners • sharps and broken glassware • spillages
Safety precautions	Safety precautions may include: • use of MSDS • use of personal protective equipment, such as safety glasses, gloves and coveralls • correct labelling of reagents and hazardous materials • handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning and/or decontamination of equipment and work areas
Monitoring quality of solutions	Monitoring quality of solutions may include: • noting turbidity to exclude absorption of moisture • noting deposits to exclude microbial contamination or chemical degradation

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RANGE STATEMENT	
	• noting crystals to exclude evaporation • conducting titrations to check concentration • noting colour changes indicating a pH shift with solutions containing indicators • checking expiry dates on solution containers
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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Co-requisite units		

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MSL973003A Prepare culture media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to prepare culture media which is free of contamination to facilitate optimal growth of organisms and cells. It includes the ability to organise the materials, equipment and work environment and follow standard methods.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory assistants in the biomedical, biological, environmental, food processing and pharmaceutical industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Prepare culture media	1.1. Prepare mixture of media and solvent to ensure solution and even settling of heat soluble materials 1.2. Label media to allow tracking in subsequent processes 1.3. Use a vessel large enough to endure adequate mixing and heating of the media 1.4. Dispense media into vessels for sterilisation, leaving room for expansion during heating and cooling
2. Sterilise media	2.1. Load the steriliser in keeping with maximum permitted loads and appropriate positioning of materials 2.2. Ensure a sterilisation indicator is correctly placed with the load to monitor sterilisation process 2.3. Operate sterilisation cycle in accordance with manufacturer's requirements to achieve sterilisation at the required settings 2.4. Cool media to the temperature specified in the media formulation procedures
3. Pour, label and store media	3.1. Add labile constituents where necessary, under conditions that will not lead to their denaturation or

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ELEMENT	PERFORMANCE CRITERIA
	contamination of media 3.2. Ensure even mixing of additives and media before dispensing 3.3. Aseptically dispense media to minimise occurrence of procedural contamination 3.4. Label media to allow for selection, avoiding areas of the culture vessel required for examination of colony growth 3.5. Store media to maximise shelf life and minimise contamination 3.6. Date batch media to ensure correct batch rotation 3.7. Incubate control plates as a sterility check
4. Perform quality control checks	4.1. Inspect media for any evidence of possible contamination or problems with structure or sterilisation 4.2. Check useability of selective media by growth of expected organism 4.3. Check stored stocks at regular intervals for conformance to required standards
5. Maintain work area and equipment to prevent cross-infection and contamination	5.1. Use personal protective equipment and safe work practices to ensure safety of self and others 5.2. Place disposable and reusable items into relevant receptacles 5.3. Clean and disinfect work area and equipment after use 5.4. Transport disposable and reusable contaminated materials to relevant areas for disinfection, sterilisation and cleaning or disposal

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Required skills include: • calculating mass and volume • measuring accurately

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REQUIRED SKILLS AND KNOWLEDGE
• making media to support growth of the relevant micro-organism or tissue • preventing cross-contamination • following enterprise procedures consistently • labelling and storing culture media according to enterprise procedures • accurately recording data • reporting non-compliance, anomalies or out of specification results • sorting, collecting, treating, recycling or disposing of waste • using appropriate personal protective equipment
Required knowledge
Required knowledge includes: • basic microbiological concepts and terminology such as growth rates in culture, production of gas and haemolysis of red cells in media • growth requirements of micro-organisms (bacteria, fungi, protozoans, viruses and multi-cellular parasites) in terms of their laboratory culture • the purpose, content and features of culture media and the relationship between the correct preparationof culture media and the optimal growth of organisms or cells • nature, properties and use of a range of biological media • the relationship between sterile practices, hygiene procedures and the ability to obtain growth free of contamination • the importance of physical requirements, such as pH and temperature on optimal growth of organisms and cells • the effect of inappropriate storage on culture media quality and performance • cleaning and sanitising requirements of equipment and work area • relevant health, safety and environment 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, 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	Assessors should ensure candidates can: • prepare culture media which is free of contamination to facilitate the optimal growth of organisms and

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EVIDENCE GUIDE	
	cells • use appropriate sterilisation techniques, such as maintaining adequate space between containers • perform post-sterilisation procedures, such as dispensing or adding using aseptic technique • ensure the sterilised media has cooled down sufficiently to ensure that heat labile constituents, such as blood, hormones or antibodies are not inactivated when added to the media • consistently follow enterprise procedures • report non-compliances, anomalies or out of specification results.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL943002A Participate in laboratory/field workplace safety* • *MSL973004A Perform aseptic techniques*. Resources may include: • work schedule and enterprise procedures, including advice on safe work practices • relevant equipment and personal protective equipment • MSDS.
Method of assessment	The following assessment methods are suggested: • review of quality assurance results and examination of batches of media prepared by the candidate • observation of the candidate preparing culture media • written and/or oral questioning to assess underpinning knowledge. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or

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EVIDENCE GUIDE	
	assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting. **Food processing** A laboratory assistant's task was to prepare and pour agar plates in readiness for milk sampling. The assistant collected all the equipment and material needed to make an agar plate and ensured the working area was suitably prepared. The agar solution was carefully prepared and poured into a large conical flask prior to sterilisation in the autoclave. On completion of the sterilisation cycle, the agar was cooled to 42ºC in a water bath. It was then poured into the plates after flaming the neck of the flask. The lids were quickly replaced on the plates to minimise contamination. The plates were then stored. Any excess plates were bagged in a laminar flow unit and then placed in the fridge. The equipment was hot washed and the benches swabbed with 70% ethanol solution. **Biomedical** Media preparation is a routine task of the technical assistant. The methods and standard procedures are all documented but common working knowledge and standard 'don'ts' are not always written into the methods. Some ingredients, such as labile nutrients and antibiotics must be added under sterile conditions after the basic ingredients have been mixed and autoclaved. In one laboratory there is a list of ingredients not to be autoclaved posted on the notice board, in the media recipe book and for good measure, on the autoclave itself. One day, a technical assistant who was preparing media added all the ingredients, including the glucose, then autoclaved all 20L of it. The technical assistant learned the consequences of not paying full attention to the procedure the hard way and spent most of the day removing the 'toffee' residue from inside the autoclave!

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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.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, **codes procedures and/or enterprise requirements**	Standards, codes procedures and/or enterprise requirements may include:
	• Australian and international standards, such as:
	  • AS/NZS 2243 Set:2006 Safety in laboratories set
	  • AS/NZS 2982.1:1997 Laboratory design and construction - General requirements
	  • AS/NZS 4187:2003 Cleaning, disinfecting and sterilising reusable medical and surgical instruments and equipment and maintenance of associated environments in health care facilities
	  • AS/NZS ISO 14000 Set:2005 Environmental management standards set
	• Australia New Zealand Food Standards (ANZFS) Code
	• Australian code of good manufacturing practice for medicinal products (GMP)
	• Australian Dangerous Goods Code
	• client and product specifications
	• HB 9-1994 Occupational personal protection
	• manufacturer's instructions or verbal direction from laboratory manager, supervisor or senior technician
	• material safety data sheets (MSDS)
	• National Code of Practice for the labelling of workplace substances [NOHSC:2012 (1994)]
	• occupational health and safety (OHS) national standards and codes of practice
	• operation and maintenance manuals for

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RANGE STATEMENT	
	automated media preparation equipment • principles of good laboratory practice (GLP) • production schedules and instructions • standard operating procedures (SOPs)
Equipment	Equipment may include: • balance • pH meter • hot plate stirrer and Bunsen burners • autoclave and Arnold steamer • membrane filtration equipment • measuring cylinders, flasks and glassware and Petri dishes • distilled water apparatus • automatic agar pourers • labelling equipment • refrigerators • sterilisation indicators • self-refilling syringes • Falcon dishes • media storage bottles and tissue culture bottles
Media	Media maybe prepared from: • formulated powders obtained from microbiological companies • first principles under supervision of a technical officer or scientist
Cell and tissue culture media	Cell and tissue culture media may include: • agars • broths • solutions • slopes • basic balanced salt solutions, such as Hank's or Kreb-Ringer's • deeps • enriched media, such as blood sugar, chocolate agar, tetrathionate broth and selenite broth • control media • differential media, such as eosin-methylene blue agar and MacConkey's agar • selective media, such as deoxycholate-citrate

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RANGE STATEMENT	
	agar, Lowenstein-Jensen medium • tissue culture media • labile constituents, such as blood, hormones or antibodies
Sterilisation techniques	Sterilisation techniques may include: • autoclaving • steam and membrane filtration • boiling • microwaving • radiation • high temperature • high pressure steam • gas • chemical treatments
Quality control checks	Quality control checks may include: • streaking out of cultures to a single colony • lawn cultures
Hazards	Hazards may include: • micro-organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • sources of heat, such as ovens, burners and autoclaves • sharps and broken glassware • fluids under pressure and such as steam • radiation used for sterilisation
Safe work practices	Safe work practices may include: • use of MSDS • use of personal protective equipment, such as safety glasses, gloves and coveralls • use of biohazard containers and laminar flow cabinets • correct labelling of reagents and hazardous materials • handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • allowing the chamber pressure of the autoclave

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RANGE STATEMENT	
	to return to zero and temperature to cool to 80-90ÂºC before opening autoclave door to prevent boil over or plugs/caps being blown off flasks or tubes • regular cleaning and/or decontaminating equipment and work areas
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing

Competency field

Competency field	

Co-requisite units

Co-requisite units	

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Co-requisite units		

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MSL973004A Perform aseptic techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to perform aseptic techniques to maintain the integrity of both the sample source and the sample. It applies to sampling techniques in tissue culture and to generic microbiological procedures.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory assistants and technicians working in the field or laboratory in the biomedical, biological, food processing and environmental industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Prepare for aseptic sampling or transfer	1.1. Ensure that any sampling procedure conforms with the requirements of the sampling plan 1.2. Use specified personal protective clothing and equipment 1.3. Prepare the work area for safe and effective sample transfer 1.4. Select equipment and materials specified by the procedure 1.5. Organise equipment to minimise contamination during manipulations 1.6. Label containers for clear identification 1.7. Record details in relevant log or database
2. Transfer materials aseptically	2.1. Protect the integrity of the sample source by sterilising the sampling site and the mouth of transport or culture vessel 2.2. Sterilise inoculating loops and/or pipette where used

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ELEMENT	PERFORMANCE CRITERIA
	to prevent contamination 2.3. Perform transfer while minimising opportunities for contamination and cross-infection 2.4. After transfer, and before sealing the transport or culture vessel, flame the vessel mouth to maintain sterility 2.5. Re-sterilise inoculating loops, minimising the generation of aerosols 2.6. Perform quality control checks, if required 2.7. Label transport or culture vessels for clear identification
3. Maintain work area and equipment to prevent cross-infection and contamination	3.1. Place disposable and reusable items into relevant receptacles 3.2. Clean and disinfect work area and equipment after use 3.3. Transport disposable and reusable contaminated materials to relevant areas for disinfection, sterilisation and cleaning or disposal

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- sterilising equipment such as flasks, loops and pipettes
- handling of laboratory equipment and glassware to prevent contamination
- streak plating of inoculations
- sampling transfers
- labelling and storing culture media according to enterprise procedures
- recording data accurately
- reporting non-compliance, anomalies or outofspecification results
- sorting, collecting, treating, recycling or disposing of waste
- following enterprise procedures consistently
- using appropriate personal protective equipment

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge includes: • the relationship between sterile practices, hygiene procedures and the ability to obtain growth free of contamination • cleaning and sanitising requirements of equipment and work areaand effects of physical and chemical agents on microbial growth and death • principles of infection control related to occupational health and safety (OHS), sampling and transfer of materials in microbiological investigations • disinfection and sterilisation procedures used in the collection, processing and safe disposal of samples and materials • importance of pure culture techniques and aseptic transfer to the successful microbiological investigation and correct interpretation of laboratory results • growth requirements of micro-organisms (bacteria, fungi, protozoans, viruses and multi-cellular parasites) in terms of their laboratory culture • relevant health, safety and environment requirements **Specific industry** Additional knowledge requirements may apply for different industry sectors. For example: Food processing: • food spoilage symptoms • food safety principles • beneficial/detrimental organisms relevant to specific food industry sector

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	In particular, assessors should look to see that the candidate: • follows established laboratory procedures, including recording of samples, operation of equipment and cleaning/decontamination • prevents cross-contamination of sample source and sample

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EVIDENCE GUIDE	
	• manipulates equipment to prevent contamination of culture medium during transfer • sterilises equipment as required to prevent cross-contamination of work area, personnel and environment.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL943002A Participate in laboratory/field workplace safety* • *MSL973003A Prepare culture media*. Resources may include: • standard laboratory with appropriate equipment and materials • enterprise procedures and standard methods • MSDS.
Method of assessment	The following assessment methods are suggested: • review of quality assurance results and examination of samples transferred by the candidate • observation of the candidate successfully transferring a range of samples • written and/or oral questioning to assess underpinning knowledge. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of

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EVIDENCE GUIDE	
	competency and show its relevance in a workplace setting. **Food processing** As part of the quality assurance program at an ice-cream manufacturer, six ice-creams were removed from the production line, placed in sterile bags and then stored in a freezer in the microbiology laboratory. Later in the morning, the laboratory assistant removed the samples from the freezer, registered the samples with the date received and test code and signed the register book. She/he then placed the samples in a water bath set at 42(C. While the samples were melting, the laboratory assistant labelled the respective agar plates with the registered codes. Using aseptic techniques she/he carefully transferred 1ml of ice-cream mix into the total plate count agar. The plates were then placed in the incubator. The final results were noted and recorded. **Biomedical** In preparation for antibiotic sensitivity testing and biochemical identification of presumed pathogenic bacteria, a technical assistant was asked to prepare a sterile peptone suspension of a lactose fermenting colony. The colony had been previously identified by the supervisor on a MacConkey's agar plate. The assistant labelled a 5mL tube of peptone broth with the sample number and a code for the identified colony and then donned a pair of disposable gloves. Bringing the labelled tube and the MacConkey's plate near to the Bunsen, she/he took an inoculating loop and sterilised it in the incandescent flame. She/he carefully cooled the loop in a sterile area of the agar and gently scraped off half the colony. With the other hand, and in the vicinity of the heated air of the Bunsen, she/he removed the cover of the peptone tube in her/his crooked finger. In a continuous and coordinated way she/he flamed the lip of the tube and emulsified the colony in the broth. She/he then flamed the lip of the tube and replaced its cover. Finally, the technical assistant re-sterilised the inoculating loop by introducing and holding it in the Bunsen flame to minimise the generation of bacterial aerosols.

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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.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include:
	• Australian and international standards, such as:
	  • AS/NZS 2243 Set:2006 Safety in laboratories set
	  • AS/NZS 2982.1:1997 Laboratory design and construction - General requirements
	  • AS/NZS 4187:2003 Cleaning, disinfecting and sterilising reusable medical and surgical instruments and equipment and maintenance of associated environments in health care facilities
	  • AS/NZS ISO 14000 Set:2005 Environmental management standards set
	• HB 9-1994 Occupational personal protection
	• Australia New Zealand Food Standards (ANZFS) Code
	• Australian code of good manufacturing practice for medicinal products (GMP)
	• Australian Dangerous Goods Code
	• client and product specifications
	• manufacturer's instructions or verbal direction from laboratory manager, supervisor or senior technician
	• material safety data sheets (MSDS)
	• National Code of Practice for the labelling of workplace substances [NOHSC:2012 (1994)]
	• National Health and Medical Research Council (NHMRC) Guidelines
	• OHS national standards and codes of practice

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RANGE STATEMENT	
	• operation and maintenance manuals for automated media preparation equipment • principles of good laboratory practice (GLP) • production schedules and instructions • standard operating procedures (SOPs)
Personal protective equipment	Personal protective equipment may include: • gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits and respirators • biohazard containers and laminar flow cabinets
Sample pot and transfer media and the subculturing and/or passaging of culture	Sample pot and transfer media and the subculturing and/or passaging of culture to: • sterile broth • media for isolation of colony • tissue culture media • media for continuous culture systems
Samples	Samples may include: • body fluids and liquids • water and soil • sterile pharmaceuticals • yeasts and moulds • milk and yoghurt • swabs and smears • propagation tissue • plant material • fermented foods and beverages
Equipment	Equipment may include: • transfer equipment, such as inoculating loops, pipettes (quantitative and qualitative), flasks, tubes and spatulas • Bunsen burners and bench incinerators • anaerobic jars • incubators, water baths, refrigerators, freezers and possibly dry ice and liquid nitrogen cylinders • laminar flow units and biohazard cabinets • autoclave or pressure cooker • swabs • continuous culture systems

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RANGE STATEMENT	
The range of material	The range of material may involve: • solid and/or liquid media • supplied media, such as media manufactured in the enterprise or raw material supplies for media • disinfecting and sterilising agents and materials, such as methylated spirits, ethanol and ether • disposable equipment and clothing • tissue culture media • growth media in broths, plates, deeps or slopes • receptacles for safe disposal of wastes and for processing of reusable materials • bar coding material and labels
Sterilisation techniques	Sterilisation techniques may include: • autoclaving • flaming • steam and membrane filtration • boiling • microwaving • radiation • high temperature • high pressure steam • gas and chemical treatments
Quality control checks	Quality control checks may include: • streaking out of cultures to a single colony • lawn cultures
Hazards	Hazards may include: • accessing the sample from difficult or dangerous areas • dry ice and liquid nitrogen vapour • ultraviolet (UV) light sources • heat from Bunsen burners • molten agar • sharps • hazardous substances and/or infectious agents
Workplace information	Workplace information may include: • SOPs

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RANGE STATEMENT	
	• specifications for safe waste disposal of bio-hazardous materials • production schedules and instructions • work notes • MSDS • manufacturer's instructions • verbal instructions from laboratory manager, supervisor or senior technician • guidelines for small scale genetic manipulation work
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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MSL973007A Perform microscopic examination

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to set up a light microscope for optimum resolution, to prepare routine samples and to observe, identify and report sample characteristics.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory or technical assistants in all industry sectors. The unit of competency covers limited interpretation and analysis of results. Troubleshooting of equipment and procedures is not required. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Interpret test requirements	1.1. Review test request to identify samples to be tested, test method and equipment involved 1.2. Identify hazards associated with the sample, preparation methods and equipment and implement enterprise control measures
2. Set up work area for preparation and examination of samples	2.1. Collect equipment and arrange the workspace so that equipment can be used safely and efficiently 2.2. Perform pre-use and safety checks to ensure equipment is fit for purpose and report faulty or unsafe equipment to appropriate personnel
3. Prepare samples for examination	3.1. Log and label samples according to enterprise procedures to ensure traceability 3.2. Check suitability of the original and prepared sample for the examination and report unsuitable samples to appropriate personnel 3.3. Prepare and store the sample for examination following enterprise methods

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ELEMENT	PERFORMANCE CRITERIA
4. Set up and use a light microscope	4.1. Set up the light path to optimise resolution 4.2. Select the appropriate objectives and filter for the sample being examined 4.3. Ensure that the lenses are clean 4.4. Adjust settings and alignment of the light path to optimise performance 4.5. Place sample correctly on the stage
5. Observe, identify and report sample characteristics	5.1. Recognise and identify significant sample characteristics 5.2. Perform required calculations accurately 5.3. Prepare and view control samples and check that results are consistent with expected values 5.4. Identify and report out of specification or atypical results promptly to appropriate personnel 5.5. Record and report data in accordance with enterprise procedures
6. Maintain a safe work environment	6.1. Ensure safety and minimise cross-contamination through the use of personal protective clothing and safety equipment 6.2. Handle all samples and equipment in accordance with enterprise safety protocols 6.3. Clean up spills using appropriate techniques to protect personnel, work area and environment 6.4. Minimise generation of waste and environmental impacts 6.5. Collect and dispose of all wastes safely 6.6. Report hazards and incidents to designated personnel using enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Required skills include: • setting up the workbench and microscope ergonomically

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REQUIRED SKILLS AND KNOWLEDGE
• setting up, cleaning and using a light microscope to achieve optimum resolution of the specimen • using personal protective clothing and other safety equipment correctly • performing counts on samples • performing basic measurements using grids • logging and tracking samples through all steps from receiving a sample through to completion of a procedure and reporting • interpreting and recording test results, including simple calculations • correctly handling and storing samples and equipment
Required knowledge
Required knowledge includes: • parts and functions of a light microscope • importance and appropriate use of controls and certified reference materials • hazards and risks in laboratories associated with performing microscopic examination • enterprise and/or legal traceability requirements • relevant health, safety and environment requirements **Specific industry** Additional knowledge requirements may apply for different industry sectors. For example: Biological industry: • basic structure and function of cells and organelles • basic classes and classification of organisms of organisms, such as prokaryotes, eukaryotes, plants, animals, bacteria, viruses and prions • cell physiology and processes, such as simple and facilitated diffusion, plasmolysis, osmosis, tonicity, active transport, energy production, mitosis, motility, phagocytosis and pinocystosis • purposes and mechanisms of staining (e.g. Gram +ve and -ve)

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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • follow enterprise standards, procedures and practices • prepare suitable samples • recognise, identify and document significant sample characteristics • set up a light microscope for optimal resolution • maintain personal safety and that of others • minimise cross-contamination and contamination of the laboratory and environment.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL922001A Record and present data* • *MSL933002A Contribute to the achievement of quality objectives* • *MSL943002A Participate in laboratory/field workplace safety* • *MSL953001A Receive and prepare samples for testing*. Resources may include: • standard laboratory equipped with appropriate equipment, such as light microscopes and samples • enterprise procedures, standard methods and materials.
Method of assessment	The following assessment methods are suggested: • observation of the candidate performing microscopic examinations • review of data records prepared by the candidate, such as counts, observations and results • feedback from supervisors and peers about adherence to enterprise/technical procedures • questioning to assess underpinning knowledge. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and

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EVIDENCE GUIDE	
	disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting. **Construction materials testing** The supply of river sand is running out and quarries are accessing alternative sources of sand for use in concrete mixes in construction. The sand should not be an aggregate that is likely to break down into smaller particles. A technician in a quarry company is required to analyse samples of crushed rock using a light microscope. The technician looks for characteristics of the sample, such as angularities, roundness, sharpness, cracks, presence of organic matter, mineral structure and whether the particles are a conglomerate. If the sample does not meet the characteristics, the company will need to treat it to make it suitable for use in concrete mixes (for example by washing, crushing and sieving). **Food processing** A customer complaint is received about the baking properties of a flour delivery. The laboratory assistant at the flour mill is given the task of testing the starch content of the suspect flour. He/she prepares iodine stained samples of the returned flour and a range of baked and partially baked products prepared from it. First, the assistant makes up fresh iodine staining solution and then prepares slides of each sample for microscopic examination. He/she identifies the characteristic starch granules of the flour sample and records the degree of gelatinisation in the starch granules in the baked samples. He/she discusses the results with the supervisor and prepares a report for the customer. **Biomedical** A laboratory assistant works in the microbiology laboratory of a public hospital and is responsible for

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EVIDENCE GUIDE	
	preparing and staining sputum smears from patients for micro and culture. The assistant puts on a clean gown and gloves before collecting the specimens from the reception area of the laboratory. The assistant prepares cultures of the sputum specimens on simple and selective media before preparing, fixing and staining smears for microscopic examination. The results are checked by the supervisor, entered into the laboratory information management system (LIMS) and sent to the appropriate section of the hospital. **Environmental** A laboratory assistant prepares media for plant tissue culture. There has been some contamination of Gram-positive bacteria in the last two batches and the supervisor has initiated an overhaul of the preparation and aliquotting procedure. The laboratory assistant has been asked to follow the new procedure exactly and to remove samples at each stage of ingredient addition for microscopic examination. The laboratory assistant records the exact addition amounts, batch numbers and brands of the reagents, the location of the addition (which biohazard cabinet), the equipment used and the pre-sterilisation records of all equipment. The laboratory assistant then prepares slides, fixes them and performs a Gram stain on each of the aliquots removed from the new preparation run. Microscopic analysis of each aliquot reveals nil contamination. The supervisor decides that there has been a breach in the old procedure and the laboratory assistant is asked to follow the new procedure and to perform a routine microscopic check on all batches for the next month.

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.

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RANGE STATEMENT	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include:
	• Australian and international standards, such as:
	  • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
	  • AS/NZS ISO 9000 Set:2008 Quality management systems set
	  • AS/NZS 2243 Set:2006 Safety in laboratories set
	• principles of good laboratory practice (GLP)
	• Australian code of good manufacturing practice for medicinal products (GMP)
	• safety manuals
	• quality manuals and equipment and procedure manuals
	• standard operating procedures (SOPs)
	• material safety data sheets (MSDS)
	• enterprise recording and reporting procedures
	• production and laboratory schedules
	• material, production and product specifications

Preparation of samples	Preparation of samples may include: • aseptic transfer of specimen • centrifugation • cooling • drying • filling a counting chamber in one continuous flow without bubbles or overflow • filtration • fixing of films to minimise cell damage and the production of artefacts • labelling • mounting of stained films, sections and whole mounts to ensure long term preservation • permanent labels for smears, films and sections for presentation, storage and retrieval • physical or chemical separation

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RANGE STATEMENT	
	• selection of diluent to preserve or enhance visibility of the cells to be counted • selection, filling and cover slipping of a clean, dry counting chamber to ensure even distribution of cells during filling • serial dilution to enable individual cells to be reliably counted • staining of fixed material to illustrate required characteristics • sub-sampling • thin film or smear on a slide
Checking sample condition	Checking sample condition may include: • labelling • spillage • spoilage due to incorrect storage and transport conditions • temperature control • suitability for the examination
Pre-use checks	Pre-use checks may include: • calibration • cleaning/checking use by dates of reagents • routine maintenance
Equipment	Equipment may include: • glass slides • counting chambers (e.g. haemocytometer) • optical graticules and stage micrometers • tissue culture flasks
Light microscopes	Light microscopes may include: • bright field illumination microscopic examination up to 1000x magnification • stereomicroscopes and dissection microscopes • compound microscopes • phase contrast microscopes • inverted microscopes
Biological samples	Biological samples may include: • smears, impression smears, sections, squashes, films and whole mounts • a monolayer of cells in smears and films

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RANGE STATEMENT	
	• fixed smears for demonstration of bacteria by the methylene blue and Gram staining techniques • blood films stained by a Romanowsky technique to clearly show differentiation of granulocytes • stained sections of animal tissues using regressive haematoxylin and eosin to differentiate cytoplasmic and nuclear detail • differentially stained monocotyledon and dicotyledon stem sections to demonstrate the structure of vascular bundles (xylem, phloem and cambium) • stained whole mounts of helminths • whole mounts, such as liver flukes, planaria and samples of animal faeces to demonstrate ova, cysts and larvae • pond water organisms • onion root tip squash • midstream sample of urine
Physical samples	Physical samples may include: • sand • asbestos fibres • coal samples • construction testing materials • geological specimens
Checking prepared samples	Checking prepared samples may include looking for: • clean and scratch-free microscope slides to reduce artefacts • preparation according to SOPs • a homogeneous suspension of sample • films and smears that have been fixed rapidly • thin films with a monolayer of cells • appropriate whole mounts for intact organisms • correct sample identification during and after processing
Sample characteristics	Sample characteristics are restricted to what can be viewed by bright light microscopy and may include:

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RANGE STATEMENT	
	• shape and size of particles • presence of contamination • colour • consistency and variability • number of cells (e.g. cells in blood or other particulate samples, such as a yeast suspension or pollen grains) • type of cells, percentage of atypical cells, presence/absence of cells, size of cells, viable and non-viable cells and trajectory • presence of stained material, such as starch • colour/staining and morphology • motility
Calculations	Calculations may include: • dilutions • percentage viability • number of cells in original sample after dilution • calculation of cells/ml in a number of squares of a counting chamber
Hazards	Hazards may include: • micro-organisms and agents associated with soil, air, water, blood and blood products and human or animal tissue and fluids • chemicals and stains • sharps and broken glassware • aerosols
Safety practices and personal protective equipment	Safety practices and personal protective equipment may include: • use of MSDS • use of personal protective equipment, such as safety glasses, gloves and coveralls • use of biohazard containers and laminar flow cabinet • correct labelling of reagents and hazardous materials • handling and storing hazardous materials and equipment in accordance with labels, MSDS and manufacturer's instructions • ergonomic layout, correct illumination and

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RANGE STATEMENT	
	organisation of workbench • regular cleaning and/or decontamination of equipment and work areas
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSL974006A Perform biological procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to interpret work requirements, prepare samples, conduct pre-use and calibration checks on equipment and perform routine biological procedures, including sample preparation. These procedures may involve several steps and are used to classify cell types, species and biologically active compounds by analysing their biological and chemical characteristics. This unit includes data processing, interpretation of results and troubleshooting obvious departures from standard procedures.

Application of the Unit

Application of the unit	This unit of competency is applicable to technical assistants working in the biomedical, environmental, biotechnology and education industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		
	MSL973004A	*Perform aseptic techniques*
	MSL973007A	*Perform microscopic examination*

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. Interpret and schedule work requirements	1.1. Review work request to identify samples, required procedures and materials/equipment/instruments involved 1.2. Identify hazards and enterprise control measures associated with the sample, preparation methods, reagents and/or equipment 1.3. Plan parallel work sequences to optimise throughput of multiple sets of samples, if appropriate
2. Receive and prepare biological samples	2.1. Log samples using standard operating procedures (SOPs) 2.2. Record sample description, compare with specification and note and report discrepancies 2.3. Prepare samples in accordance with testing

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ELEMENT	PERFORMANCE CRITERIA
	requirements 2.4. Ensure traceability of sample from receipt to reporting of results
3. Perform techniques that assist in the classification of a cell or species	3.1. Select suitable techniques in accordance with enterprise requirements and methods 3.2. Set up and use equipment and reagents in accordance with the method 3.3. Perform techniques in accordance with the method
4. Perform techniques that analyse biological activity	4.1. Select suitable techniques in accordance with enterprise requirements and methods 4.2. Set up and use equipment and reagents in accordance with the method 4.3. Perform techniques in accordance with the method
5. Process and interpret data	5.1. Record test data noting atypical observations 5.2. Construct calibration graphs, if appropriate, and compute results for all samples from these graphs 5.3. Ensure calculated values are consistent with expectations 5.4. Record and report results in accordance with enterprise procedures 5.5. Estimate and document uncertainty of measurement in accordance with enterprise procedures, if required 5.6. Interpret trends in data and/or results and report out of specification or atypical results promptly to appropriate personnel 5.7. Determine if obvious procedure or equipment problems have led to atypical data or results
6. Maintain a safe work environment	6.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 6.2. Minimise the generation of wastes 6.3. Ensure the safe disposal of biohazardous wastes 6.4. Clean, care for and store equipment and reagents as required
7. Maintain laboratory records	7.1. Record approved data into enterprise system 7.2. Maintain confidentiality and security of enterprise information and laboratory data 7.3. Maintain equipment and calibration logs in accordance with enterprise procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using instruments for qualitative and/or quantitative analysis
- sample preparation and separation techniques
- performing calibration checks
- metrology techniques underpinning test/procedure including estimating uncertainty
- maintaining and evaluating reagents
- troubleshooting basic equipment/method
- preparingand using calibration graphs and calculating results using appropriate units and precision
- applying theoretical knowledge to interpret gross features of data and make relevant conclusions such as identifying atypical results as out of normal range or an artefact
- tracing and sourcing obvious causes of an artefact
- recording and communicating results in accordance with enterprise procedures
- maintaining security, integrity, traceability of samples, sub-samples, test data, results and documentation

Required knowledge

Required knowledge includes:

- hazards and risks in biological laboratories
- principles and concepts related to equipment/instrument operation and testing
- function of key components of the equipment/instrument and/or reagents
- effects of modifying equipment/instrument variables
- basic equipment/method troubleshooting procedures
- calculation steps to give results in appropriate units and precision
- sources of uncertainty in measurement and methods for control
- importance and appropriate use of controls and certified reference materials
- enterprise and/or legal requirements for traceability
- relevant health, safety and environmental requirements

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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	Assessors should ensure that candidates can: • interpret test procedures accurately • prepare and test samples using procedures appropriate to the nature of sample • perform calibration checks (if required) • safely operate test equipment to enterprise standards and/or manufacturer's specification • prepare calibration graphs and calculate results in appropriate units and precision • apply basic theoretical knowledge to interpret gross features of data and make relevant conclusions • identify atypical results as out of normal range or an artefact using reference material or quality control sera • trace and source obvious causes of an artefact • communicate problems to a supervisor or outside service technician • record and communicate results according to enterprise procedures • maintain security, integrity, traceability and identity of samples, sub-samples and documentation • follow OHS procedures and principles of GLP.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL924001A Process and interpret data* • *MSL974003A Perform chemical tests and procedures*. Resources may include: • standard laboratory equipped with appropriate test equipment and instruments, reagents and materials • SOPs and testing methods.
Method of assessment	The following assessment methods are suggested:

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EVIDENCE GUIDE	
	• review of results obtained by the candidate over a period of time to ensure accuracy, consistency and timeliness • review of testing records and workplace documentation completed by the candidate • observation of candidate conducting a range of biological procedures • feedback from peers and supervisors • oral or written questioning of biological concepts, principles and enterprise procedures. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. **Biomedical** (**1**) A laboratory technician conducts a screening test for parasites in stool samples. She/he checks the sample identification details, cross-checks the sample barcode with the request slip and the data entry in the laboratory information management system (LIMS). The technician locates the test method and then examines the sample container to ensure that it has not leaked and that there is sufficient volume for the test. She/he prepares the sample by adding solvent to a portion and shaking it before placing it in a centrifuge. After satisfactory separation, she/he pipettes a small quantity of the top layer of solvent onto a glass slide and adds iodine as a stain. The technician carefully views the slide using x40

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EVIDENCE GUIDE	
	magnification and searches for eggs. She/he enters a nil result in the LIMS and disposes of the sample in accordance with enterprise procedures. **Biomedical** (**2**) A technical officer is requested to determine the total protein concentration of a blood sample using colorimetry. After checking the condition of the sample, she/he collects the Biuret reagent from the refrigerator, the required number of tubes and protein control samples and standards specified in the method. The officer labels the tubes and then accurately dispenses the correct volumes of reagent, standards, controls and samples into them. The solutions are thoroughly mixed using a vortex mixer and allowed to stand for five minutes for the reaction to occur. She/he records absorbance readings for each tube and prepares a calibration curve. The officer reads the concentration values from the graph for the control and test samples and checks the control data against the expected values. As these fall within the accepted range, she/he enters the test results into the LIMS.

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.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include: • Australian and international standards, such as: • AS 2134.1-1999 Recommended practice for chemical analysis by atomic absorption

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RANGE STATEMENT	
	spectrometry - Flame atomic absorption spectrometry • AS 2162.1-1996 Verification and use of volumetric apparatus - General - Volumetric glassware • AS 3753-2001 Recommended practice for chemical analysis by ultraviolet/visible spectrophotometry • AS ISO 1000-1998 The international system of units (SI) and its application • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 2243 Set:2006 Safety in laboratories set • AS/NZS ISO 9000 Set:2008 Quality management systems set • Australian code of good manufacturing practice for medicinal products (GMP) • calibration and maintenance schedules • enterprise recording and reporting procedures • equipment manuals • equipment startup, operation and shutdown procedures • industry methods, such as Royal Australian Chemical Institute (RACI) and/or American Association of Cereal Chemists (AACC) methods for inorganic constituents • material safety data sheets (MSDS) and safety procedures • material, production and product specifications • national measurement regulations and guidelines • principles of good laboratory practice (GLP) • production and laboratory schedules • quality manuals and equipment and procedure manuals • SOPs • waste minimisation and safe disposal procedures
Biological principles and concepts underpinning tests and	Biological principles and concepts underpinning tests and procedures may include:

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RANGE STATEMENT	
procedures	• molecular interactions within the compounds of nucleic acids and nucleotides, proteins and amino acids, carbohydrates, lipids and vitamins, influencing structure, activity, chemical reactivity and physical properties, including solubility, energy levels and emission/absorption spectra • chemical and biochemical characteristics of lipids, carbohydrates, nucleic acids and proteins influencing structure, function and reactivity both in vitro and in vivo • chemical significance of biologically significant ions, such as calcium, zinc, iron, magnesium, sodium, potassium, chloride and phosphate • key metabolic pathways and the significance of initial nutrients, products and wastes on those pathways • structure and function of organelles, cells, plant and animal tissue and organs • interrelationships of biological systems (carbon cycle, energy cycle and the web of life) • classifications, such as bacteria, viruses, yeasts, single cell, multi-cellular, plants, animals, prions, helminths, prokaryotes and eukaryotes • phases of the cell cycle • Mendelian genetics, such as inheritance, meiosis, karyotypes, dominant and recessive traits, genotypes and phenotypes, and pedigrees • significance of the genetic code and transcription and translation • cell membrane activity, including diffusion (passive, facilitated and active), osmosis, tonicity and plasmolysis • staining reactions involving acid/base, redox, complex ion formation, solubility and equilibrium
Techniques for preparation of samples	Techniques for preparation of samples may include: • dissection, such as preparation of thymus extracts from mice • extraction (e.g. solvent extraction) • filtration (e.g. filter water samples and plate the

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RANGE STATEMENT	

	sediment onto agar plates for incubation and growth of E. coli)
	• separation (e.g. dialysis)
	• precipitation and flocculation
	• centrifugation (excluding ultra centrifugation)
	• chromatography:
	  • gel filtration chromatography (e.g. crude purification of proteins)
	  • affinity chromatography (e.g. purification of immunoglobulins)
	• electrophoresis:
	  • polyacrylamide gel electrophoresis for separation of DNA segments
	  • agarose gel electrophoresis
	  • capillary electrophoresis
	  • gradient gel electrophoresis

Techniques to classify cells or species	Techniques to classify cells or species may include:
	• classification of species according to taxa
	• classification of cells according to microscopic or staining characteristics
	• characteristics of bacterial colonies:
	  • growth on differential media
	  • colony morphology (size and shape)
	  • biochemical reactions, such as miniaturised test strips, redox reactions and sugar tests

Techniques to analyse chemical and biological characteristics	Techniques to analyse chemical and biological characteristics may include:
	• staining:
	  • Gram stain for gram negative and positive bacteria
	  • Romanowsky stain for blood films
	  • Haematoxylin and Eosin for tissue sections
	  • Oil red O for fatty cellular inclusions
	  • spore staining
	  • flagella staining
	• microscopic examination:
	  • light
	  • phase contrast

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RANGE STATEMENT	
	• bright field • dark ground • enumeration • colorimetry and spectrophotometry: • ultraviolet/visible • fluorimetric • infrared • flame emission • atomic absorption spectrometry • electrochemistry: • pH • ion selective electrodes and polarography (e.g. concentration of chloride ions) • chromatography: • column and thin layer analytical and preparative chromatography • gas and liquid chromatography for purity, raw material and formulation checks
Hazards	Hazards may include: • microbiological organisms and agents, associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • chemicals, such as acids, solvents and stains • aerosols from broken centrifuge tubes and pipetting • sharps and broken glassware • flammable liquids and gases • cryogenics, such as dry ice and liquid nitrogen • fluids under pressure, such as steam, hydrogen in gas liquid chromatography and acetylene in atomic absorption spectrometry • sources of ignition • disturbance or interruption of services
Hazard control measures	Hazard control measures may include: • ensuring access to service shut-off points • recognising and observing hazard warnings and safety signs • labelling of samples, reagents, aliquoted

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RANGE STATEMENT	
	samples and hazardous materials • handling and storage of hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions • cleaning and decontaminating equipment and work areas regularly using enterprise procedures • using personal protective clothing and equipment, such as gloves, safety glasses, coveralls and gowns • using containment facilities (PCII, PCIII and PCIV physical containment laboratories), containment equipment (biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets) and containment procedures • following established manual handling procedures • reporting abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates to appropriate personnel
Disposal of biohazardous wastes	Disposal of biohazardous wastes may include: • collection for sterilisation by autoclaving (e.g. autoclaving of microbiological plates) • appropriate storage (e.g. of waste containing radioactive isotopes) • use of biohazard waste containers
Records	Records may include: • test calibration results • equipment use, maintenance and servicing history • faulty or unsafe equipment • batch number, catalogue number and use by date for analytical kits
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise

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RANGE STATEMENT	
	OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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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.

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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. **Implement start-up activities**	1.1 The ***project plan*** is updated with confirmed information for key dates and activities, resources and project governance details in accordance with the project implementation strategy. 1.2 Project ***stakeholders'*** understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed. 1.3 ***Required systems*** are established and maintained throughout the project in accordance with the project plan. 1.4 A working knowledge of ***project management tools*** is used to facilitate integration of project activities and achievement of project outcomes.
2. **Coordinate project implementation**	2.1 ***Integration*** and ***management*** of project activities are handled in accordance with the project plan. 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. 2.3 Disagreements and disputes are resolved or referred to a higher authority in accordance with organisational policy and procedures. 2.4 Project ***change proposals*** are received and changes are recommended/made in accordance with the project plan, and documented in accordance with ***policy and procedures***.
3. **Monitor project**	3.1 All aspects of the project are continually monitored and

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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

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- 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

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- 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

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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

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- 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:

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- 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

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	• contract management • change management
Change proposals may include:	• 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.

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PUAECO002A Process emergency incident calls and enquiries

Modification History

PUAECO002A Release 2: Layout adjusted. No changes to content.

PUAECO002A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to receive and respond to incoming calls and enquiries in an emergency communications centre or an information hotline.

Application of the Unit

This unit applies to personnel who process emergency calls for assistance and routine enquiries in an emergency communications centre.

Licensing/Regulatory Information

Not applicable.

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive incoming incident calls/enquiries	1.1 ***Routine and emergency incident calls*/*enquiries*** are answered promptly using standard agency answering protocols and telephony system, ***related equipment*** and computer aided dispatch system, in accordance with ***organisational policies and procedures.***
	1.2 Relevant information of the caller/incident/enquiry is ***established*** in accordance with organisational policies and procedures.
	1.3 ***Factors which may affect the caller's ability to provide accurate information*** are assessed and taken into consideration.
	1.4 ***Type of incident call*/*enquiry*** is determined quickly and accurately, and call authenticity is determined, in accordance with organisational protocols.
	1.5 ***Details*** of the incident call/enquiry are obtained and accurately ***logged***, in accordance with organisational policies and procedures.
	1.6 Appropriate response is ensured by interacting with other relevant personnel.
2. Provide information to caller/s in possible danger	2.1 ***Potential danger*** to caller/s is assessed quickly and accurately.
	2.2 ***Safety information appropriate to the situation and caller's needs*** is communicated clearly.
3. Locate an incident	3.1 Organisation's area/s of operational responsibility is identified.
	3.2 Appropriate directories, ***maps*** and databases are used to find incident location/s.
	3.3 Calls/enquiries are ***concluded*** in accordance with organisational policies and procedures.
4. Action received request	4.1 Request for assistance is actioned in accordance with organisational policies and procedures.
	4.2 ***Information*** is ***summarised and communicated*** using clear and appropriate language, in accordance with organisational policies and procedures.
	4.3 Follow-up procedures and notifications to other emergency services or agencies are implemented as required.
5. Operate equipment	5.1 Appropriate ***equipment*** is chosen for the task, context and needs of the incident.
	5.2 Equipment is used and operated safely in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with organisational and manufacturer's instructions.
	5.3 Faulty equipment is identified and reported in accordance with organisational policies and procedures, and alternative strategies are employed when necessary.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accurately record and relay information
- apply relevant organisational policies and procedures to support appropriate response decisions
- control the conversation to ensure necessary information is obtained from the caller
- deal with difficult and distressed callers
- communicate orally and in writing
- use telephony equipment, radios, computer systems and associated software
- employ fault bypass procedures
- maintain readiness in periods of low operational activity
- read and interpret basic maps to identify location of incident
- respond calmly to multiple demands in high operational activity
- type with speed/accuracy in accordance with organisational specifications
- use appropriate questioning techniques
- use codes, abbreviations or specialist terminology in the transmission of information
- use equipment designed to receive incoming incident calls/enquiries in accordance with organisational and supplier procedures
- use equipment relating to incident/information management
- use language appropriate to the caller
- use voice procedures consistent with organisational procedural requirements

Required Knowledge

- area of operations
- codes, abbreviations or specialist terminology used by the organisation when receiving or taking action in response to incoming incident calls/enquiries
- communications equipment used in the management of incidents and non operational enquiries
- telephone communication techniques such as responding to queries clearly and concisely; ensuring appropriate referral processes are followed; exercising discretion and confidentially; taking follow-up steps where appropriate; displaying empathy;

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effectively handling caller behaviour (such as aggressive, angry, controlled, distressed, hysterical, passive, scared, timid); effectively responding to callers whose first language is not English or who have difficulties with the English language; effectively responding to the age of the caller; questioning caller in such a way that allows the caller to respond in a timely manner; using open and closed questioning

- organisational policies, procedures and practices
- organisational resources such as aerial appliances (hydraulic/telescopic ladder, hydraulic platform, combination ladder/platform); aircraft (helicopters and fixed wing); special appliances (hazardous materials response vehicles, specialist rescue vehicles, special materials carriers [foam, breathing apparatus], command and control vehicles); vehicles (pumpers/tankers/combinations; heavy, medium, light; four-wheel drive)
- relevant legislation and regulation
- stress management techniques
- time management techniques
- types of emergencies (with regards to relevant legislation)

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	Assessment must confirm the ability to: • recognise the difference between routine and emergency incident calls/enquiries • effectively handle incident calls/enquiries • use techniques to obtain information in as short a time as possible • take appropriate action in accordance with organisational procedures as a result of the incoming incident call/enquiry • use relevant technology for the recording of requests for assistance/enquiries in accordance with organisational policies and procedures. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations across a range of different callers, types of emergencies and level of activity.
Context of and specific	**Context of assessment**

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resources for assessment	Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to: • agency protocol documentation • back-up systems • operations and systems manuals • organisational documentation • relevant databases • telephony system • training databases, where available • training manual • workplace expert/s.
Method of assessment	This unit may be assessed with the following units: • PUAECO001A Operate telephony systems • PUAECO003A Operate and control radio networks • PUAECO004A Operate computer aided dispatch system. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

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***

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wording in the Performance Criteria is detailed below.

Routine and emergency incident calls/enquiries may include:	• administrative queries • requests for general organisational information • requests for help in critical situations • requests for help in non-critical situations
Related equipment may include:	• computers (data transfer from other agencies) • electronic indicators (such as fire alarms) • paging systems • radio • telephonic services
Organisational policies and procedures may include:	• mutual aid, memorandum of understanding with other agency/s • organisation's approach to environmental management and sustainability • procedures which concern the operations of the organisation in an emergency situation • procedures which are not of an emergency nature but may affect the organisation's operations in an emergency • procedures which form part of the day-to-day running of the organisation • procedures which concern the operations of other agencies, services and organisations which may be required to attend emergency situations
Establishing relevant information of the caller/incident/enquiry may include:	• active listening skills (such as clarifying, giving full attention to the caller, maintaining contact with the caller and prompts, summarising, using open questions) • appropriately responding to cultural diversity and people with specific needs • controlling the call • effective communication skills, techniques and resources • questioning techniques
Factors which may affect the caller's ability to provide accurate information may include:	• ability to speak • age • call difficulties such as call being disconnected • impact of alcohol or drugs • knowledge of the area (for example, a tourist may have limited knowledge) • language spoken • level of distress • mental health

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Type of incident call/enquiry may include:	• alarm • HAZMAT • motor vehicle accident • rescue • structure • vegetation

Details of the incident call/enquiry may include:	• address
	• caller name and phone number
	• location:
	  • commonplace name
	  • cross streets
	  • distinguishing features
	  • landmarks
	  • latitude and longitude
	  • marine chart
	  • nearest intersection
	  • position in street
	  • rural addressing
	  • suburb, town, city
	  • street number
	  • type

Logging incident calls/enquiries may include:	• checking permit log and plotted fires • creating incident file and verifying and saving details • liaising with fire towers • making appropriate records • phoning alarmed premises

Potential danger may include:	• danger from animals, building debris or dangerous goods and hazardous substances
	• factors associated with caller health or wellbeing such as being older or having a physical disability which may mean the caller is not able to evacuate; language difficulties; panic and shock
	• factors which may impact on caller's ability to reach safety:
	  • ability to speak
	  • effects of alcohol and/or drugs
	  • age
	  • knowledge of the area/location
	  • language/s spoken
	  • level of distress

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	• mental health • telephone difficulties such as call being disconnected • smoke inhalation • structural collapse • vehicle ignition
Safety information appropriate to the situation and caller's needs may include:	• drop to floor to reach exit • immediate evacuation in accordance with building evacuation plan • leave area by recommended route • stand in an identified location to wait for the appliance and fire crew • use appropriate protective clothing
Maps may include	• books of maps • computer-generated maps • road maps • street directories • topographical maps • tourist maps
Concluding calls/enquires may include:	• confirmation of response • reassurance • pre-arrival instructions
Information may include:	• environmental factors • factors affecting agency's operational readiness • risks associated with the incident • topography • weather conditions
Summarising and communicating information may include:	• informing other public safety agencies and relevant stakeholders about the response • maintaining liaison with colleagues • notifying senior management and other organisations as required • providing information pre-arrival of the emergency service/s
Equipment may include:	• computer back-up systems • computer hardware - other than the organisation's primary computer hardware system (such as portable computers) • computer software - other than the organisation's primary computer software program/s (such as mapping programs, word processing, hazardous materials databases)

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- facsimile
- landline, mobile and satellite telephones - other than the organisation's primary telephone system
- pager systems
- printers
- recording equipment
- remotely controlled fire station equipment
- security equipment
- signalling devices (such as alarm telemetry equipment)

Unit Sector(s)

Not applicable.

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PUAECO003A Operate and control radio networks

Modification History

PUAECO003A Release 2: Layout adjusted. No changes to content.

PUAECO003A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to efficiently operate and control radio networks and equipment.

Application of the Unit

This unit applies to emergency communications centre personnel who operate and control radio networks to respond to organisational requests and to support operational events.

Licensing/Regulatory Information

Not applicable.

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use radio networks	1.1 Radio network is accessed in accordance with organisational procedures. 1.2 ***Radio equipment*** is operated in accordance with manufacturer's instructions. 1.3 Appropriate channels, frequencies and talk groups are allocated, selected and deselected in accordance with organisational policies and procedures. 1.4 Appropriate codes, terminology, pro-words, call signs and abbreviations are used to receive and transmit information. 1.5 Organisational radio protocols are used to transmit and receive messages. 1.6 Radio contact is monitored in accordance with organisational procedures. 1.7 Network is controlled and coordinated to ensure equitable access and prioritisation of operations. 1.8 Network is operated in accordance with relevant legislation and organisational operational requirements. 1.9 Equipment is used safely in accordance with the organisational and manufacturer's instructions.
2. Identify faults in the radio network	2.1 Technical faults in the radio network are identified and ***appropriate action is taken.*** 2.2 ***Back-up or alternative systems*** are utilised when primary system fails or when required. 2.3 Equipment is tested in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- enunciate clearly
- communicate effectively
- receive messages
- transmit messages
- use call up sequence

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Required Knowledge

- basic principles of radio operation
- organisational specific communication protocols
- phonetic alphabet/figures/language
- principal components of radios
- radio network/system
- radio procedures (call signs, vehicle codes, codes, terminology, pro-words and abbreviations)
- readability table
- voice procedures

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	Assessment must confirm the ability to: • enunciate clearly and concisely • use communication protocols • operate equipment correctly within organisational benchmarks • respond to calls from the field in a timely and effective manner • work effectively in stressful situations • maintain control over the network • operate effectively in routine and peak conditions of operational activity. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to:

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	• alternative technologies • back-up systems • communications protocol handbooks • manufacturers' operating instructions • operations and systems manuals • organisational documentation • primary and back-up/alternative radio network • relevant databases • training databases, where available • training manual • workplace expert/s.
Method of assessment	This unit may be assessed with the following unit: • PUAECO004A Operate computer aided dispatch system. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

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.

Radio equipment may include:	• antenna • associated computer equipment • portable/mobile radios and attached equipment (microphone)

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	• repeaters (static and portable) • transceivers and attached equipment (foot pedal, microphone)
Organisational policies and procedures may include:	• legislation relevant to the organisation • operational, corporate and strategic plans • operational performance standards • operational policies and procedures • organisational personnel and occupational health and safety practices and guidelines • organisational quality standards • organisation's approach to environmental sustainability
Taking appropriate action may include:	• identifying technical faults • dealing with identified faults if within own area of responsibility • referring identified faults to supervisor or appropriate personnel
Back up or alternative systems may include:	• alternative frequencies and spectrums • alternative networks • landline network • mobile phone network • relay systems • satellite phone

Unit Sector(s)

Not applicable.

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PUAECO004A Operate computer aided dispatch system

Modification History

PUAECO004A Release 2: Layout adjusted. No changes to content.

PUAECO004A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to efficiently operate the organisation's computer aided dispatch.

Application of the Unit

This unit applies to emergency communications centre personnel who use a variety of computer aided dispatch systems.

Licensing/Regulatory Information

Not applicable.

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Operate dispatch systems	1.1 Computer aided dispatch (CAD) log on and shift change protocols are implemented. 1.2 CAD, other interfaces and associated equipment are set up and navigated for optimum operation. 1.3 CAD is interrogated to retrieve required information. 1.4 Data is accurately recorded in accordance with organisational procedures. 1.5 Relevant data/information is continually monitored, maintained and updated, in accordance with organisational protocols. 1.6 Entries are checked for accuracy and corrective action is taken, in accordance with organisational procedures and system capacity. 1.7 Incident completion processes are implemented in the CAD. 1.8 Equipment is used safely in accordance with organisational and manufacturer's instructions.
2. Identify faults in the CAD	2.1 Technical faults in the CAD are identified and ***appropriate action is taken.*** 2.2 ***Back-up systems*** are utilised when primary system fails. 2.3 Deficiencies or opportunities for improvement are reported in accordance with organisational policies and procedures. 2.4 Systems and equipment are tested in accordance with organisational policies and procedures. 2.5 Test issues are referred to supervisor and/or relevant personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accurately record and relay information
- assess and prioritise information appropriately
- multi task
- operate a computer

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- operate and adapt to different programs/databases
- operate CAD during peak activity
- process data
- retrieve information
- type with speed/accuracy in accordance with organisational specifications

Required Knowledge

- codes, terminology, pro-words and abbreviations
- databases (fire alarm, mapping, hazardous substances)
- message notification systems such as pager networks, SMS, short data messaging
- organisational resource availability and locality
- organisational procedures and protocols
- relevant computer operations and functions
- relevant legislation and regulations
- specific program/database operations

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	Assessment must confirm the ability to: • multi task • effectively apply computer skills and knowledge • manage an incident from creation to finalisation, using the equipment effectively • use and work with relevant programs/databases. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to: • back-up systems

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	• CAD work station • relevant databases • operations and systems manuals • organisational documentation • training databases, where available • training manual • workplace expert/s.
Method of assessment	This unit may be assessed with the following unit: • PUAECO002A Process emergency incident calls and enquiries. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

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.

Taking appropriate action may include:	• identifying technical faults • dealing with identified faults if within own area of responsibility • referring identified faults to supervisor or appropriate personnel
Back-up systems may include:	• Bbck-up CAD systems • manual systems

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Unit Sector(s)

Not applicable.

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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.

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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 ***customer*** and accept prescriptions in a timely manner. 1.2. Check ***customer's prescriptions*** for ***legality, validity and completeness***. 1.3. Confirm ***customer details***. 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. 2.2. Provide brand substitution information and determine customer preference. 2.3. Flag and refer ***prescription discrepancies*** and other situations requiring additional assistance to appropriate pharmacy staff or a pharmacist. 2.4. Advise customers of expected prescription preparation time, including ***delaying factors*** or delivery times as appropriate. 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. 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. 3.3. Explain ***information provided on medicines*** and question to confirm customer understanding. 3.4. Refer customers to a pharmacist in situations requiring additional assistance or therapeutic advice. 3.5. Supply dispensed medicines promptly in ***appropriate packaging***. 3.6. Provide information on other products where required to effectively use medicines supplied. 3.7. Retain store-filled prescriptions in a nominated secure area.

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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

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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

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- 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:

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- 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

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	indicate they have been dispensed and completed
	• invalid prescriptions, such as:
	  • forged or altered information
	  • written by prescriber for self-treatment
	• requests for excessive quantities.

Delaying factors may include:	• out-of-stock prescribed medicines • special preparation requirements, e.g. compounded products.
Information provided on medicines may include:	• pharmacy labels • cautionary or advisory labels • additional information or advice prepared by a pharmacist • information provided by the supplier • self-care and health information • Consumer Medicine Information (CMI).

Appropriate packaging may include:	• packaging that protects customer privacy and medicine handling requirements, such as:
	  • light-sensitive tray-controlled packaging
	  • opaque packaging
	  • paper bags
	  • packaging determined by the pharmacist.

Unit Sector(s)

Community Pharmacy

Competency field

Dispensary

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SIRCDIS302 Deliver medicines to customers outside the pharmacy

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 SIRPDIS002A Deliver prescription medicines to customers outside the pharmacy.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and carry out home delivery of dispensed medications and other pharmacy products to community pharmacy customers.

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 supervision and direction 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.

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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. Confirm customer delivery requirements.	1.1. Identify ***pharmacy products*** to be delivered to customer. 1.2. Identify prescription items required. 1.3. Confirm ***customer details***. 1.4. Confirm ***delivery information*** with the customer.
2. Prepare and plan prescription deliveries.	2.1. Confirm that items are ***ready for delivery***. 2.2. Liaise with a pharmacist to confirm method of providing customer advice. 2.3. Prepare items for delivery to meet ***handling and storage*** requirements. 2.4. Confirm that ***delivery documentation*** is accurate and complete. 2.5. Use available aids to plan the most efficient delivery route. 2.6. Schedule deliveries to suit requirements of the pharmacy and customers.
3. Distribute medicine to customers outside the community pharmacy.	3.1. Verify customer or agent identity and any special delivery instructions. 3.2. Explain ***information provided on medicines*** and, where instructed by the pharmacist, question to confirm customer or agent's understanding. 3.3. Request a dated signature as evidence of receipt of goods. 3.4. Arrange for pharmacist follow-up in situations requiring additional assistance or therapeutic advice. 3.5. Finalise the sales transaction if appropriate.
4. Reconcile delivered items and records.	4.1. Reconcile medicines and other items collected for delivery with items distributed. 4.2. Reconcile cash payment with the value of items sold. 4.3. Complete delivery documentation and records. 4.4. Follow pharmacy procedures to make alternative arrangements where unplanned factors have prevented delivery of medications.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - confirm that the person receiving medicines and delivery information is authorised to do so
  - confirm that the person receiving medicines is not a child
  - explain information contained on cautionary and advisory labels in a level of English suited to customer communication requirements
  - question to confirm that the customer correctly understands the information provided
  - invite further questions from the customer
  - seek direction from the dispensing pharmacist
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills to:
  - follow pharmacy procedures
  - check prescription information
  - read directions and maps to locate addresses and plan efficient delivery routes
- planning and organising skills to:
  - plan delivery routes to achieve efficient delivery outcomes
  - arrange for a customer to make contact with a pharmacist where more detailed support or advice is required
- problem-solving skills to respond to situations where no authorised person is available to receive items

Required knowledge

- pharmacy procedures relating to:
  - delivery of prescription items to customers outside the pharmacy
  - response to unavailability of the customer or an authorised agent to accept delivery
  - responding to customer questions
  - arranging for a pharmacist to provide follow-up therapeutic advice and information to the customer
  - protecting security of self, product and cash
  - response in the event of theft, loss or accident
- product and delivery:
  - charges
  - payment options and procedures
- privacy principles as they relate to home delivery of medicines
- label information, such as:

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  - dosage regimen, e.g. dose time in relation to food
  - frequency
  - duration of treatment
  - special storage requirements, e.g. cold chain
- role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required

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 pharmacy procedures when delivering dispensed medicines and other products outside the pharmacy • provide information in ways appropriate to customer needs and demonstrate relevant techniques to confirm understanding • apply correct storage and transport conditions and any special delivery requirements for dispensed items • recognise and arrange follow-up contact, in situations requiring referral to a pharmacist.
Context of and specific resources for assessment	Assessment must ensure that competency is: • 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 workplace environment that meets relevant industry standards and 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 or their agents with different locations and delivery requirements who are typical of the customer base • dispensed items and other products for delivery to the customer or their agent • dispensed items requiring special handling • delivery documentation and record-keeping systems

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- payment systems
- relevant documentation, such as:
  - customer details
  - delivery checklists
  - maps or location information
  - pharmacy procedures
  - real or simulated prescriptions
  - CMI.

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 candidate:
  - preparing for deliveries
  - delivering items to customers outside the pharmacy
  - completing documentation and records relevant to delivering prescription and other pharmacy items
  - seeking direction from the dispensing pharmacist
- review of portfolios of evidence and third-party workplace reports of on-the-job performance
- role plays to:
  - confirm communication skills that meet diverse customer requirements
  - demonstrate understanding of contingency management procedures
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge.

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.

Pharmacy products may include:

- prescription medicines
- Pharmacy Medicines (S2)

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	• non-scheduled pharmacy products.

Customer may include people:	• from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
	• in their own home or contacting the pharmacy by phone
	• in residential care settings
	• with special needs, such as:
	  • the elderly
	  • infants
	• who are:
	  • drug or alcohol affected
	  • emotionally unstable
	  • mentally unstable
	  • physically unwell.

Customer details may include:	• patient name • delivery address • telephone number • suitable delivery times • specific location advice.
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 may include:	• 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 check sheets • customer location details.
Information provided on medicines may include:	• pharmacy labels • cautionary and advisory labels • additional information or advice prepared by a

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pharmacist
- information provided by the supplier
- self-care and health information
- Consumer Medicine Information (CMI).

Unit Sector(s)

Community Pharmacy

Competency field

Dispensary

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SIRWSLS303 Analyse and achieve sales targets

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 a revised unit, based on and equivalent to SIRWSLS005A Analyse and achieve sales targets.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to set, analyse and achieve personal sales targets to guide performance and monitor the progress of sales against business objectives.

The unit covers identifying factors affecting sales performance, reviewing and analysing personal sales outcomes against agreed sales targets, and implementing strategies to attain sales targets, according to business policy and procedures.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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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. Analyse sales targets.	1.1. Confirm ***team sales targets*** according to ***business policy and procedures***. 1.2. Analyse personal sales targets against ***agreed parameters***. 1.3. Regularly monitor progress towards sales targets. 1.4. Analyse performance of different customers and areas to determine common factors supporting or deterring sales.
2. Determine factors affecting attainment of sales targets.	2.1. Evaluate ***factors affecting sales performance*** against the agreed sales targets. 2.2. Anticipate and address factors likely to impinge upon attainment of sales targets. 2.3. Approve amended or new sales targets according to business policy and procedures.
3. Attain sales targets.	3.1. ***Initiate actions*** to address customers with under-performing sales, and report progress to senior management in line with standard organisational policies and procedures. 3.2. Identify customers with strong sales performance and initiate actions to extend sales opportunities and sustain customer loyalty. 3.3. Identify changing business circumstances that may influence capacity to meet or exceed sales targets and determine a course of action to address the challenge. 3.4. Report sales progress to senior management using standard organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- collecting, analysing and organising skills to:
  - confirm and implement sales targets

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    - determine factors affecting sales performance
    - establish personal sales targets against agreed parameters
    - monitor progress towards sales targets
- literacy and numeracy skills to:
    - document procedures for improving sales
    - read and interpret information
    - review personal sales outcomes
- planning and organising skills to plan personal tasks and priorities
- time management skills to initiate regular evaluation of sales performance and adjust strategies and targets where required

Required knowledge

- business plans and targets affecting personal sales targets
- business policy and procedures
- customer needs
- factors affecting sales
- parameters determining successful attainment of personal sales targets
- range of products and services
- relevant business policy and procedures
- relevant legislation and statutory requirements relating to the retail industry, including
    - work health and safety (WHS)
    - consumer law
    - commercial law and legislation
- territory characteristics and features
- types of business customers

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • collects and organises information to review and analyse personal sales outcomes against agreed sales targets, according to business policy and procedures • identifies factors affecting sales performance and develops strategies to attain sales targets.
Context of and specific resources for	Assessment must ensure access to: • a business-to-business sales work environment

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assessment	• relevant documentation, such as:
	  • business policy and procedures
	  • business plans and objectives
	• a range of customers with different requirements.

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 the workplace • customer feedback • written or verbal questioning to assess knowledge and understanding • 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Team may include:	• business team • full-time, part-time, casual or contract staff • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions • people with varying degrees of language and literacy • small work teams.
Sales targets may vary, according to:	• merchandising and sales strategy • product or service • promotional strategies and their duration, cycle, territory coverage and product or service focus • sales strategy.
Business policy and procedures in relation to:	• approval processes • interaction with colleagues • interaction with customers • sale of products and services

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	• sales planning and evaluation.
Agreed parameters may include:	• customer accounts • customer satisfaction • market share • price • territory • trading terms • volume.
Factors affecting sales performance may include:	• associated promotions • associated sales • competitor activities • customer requirements • logistics • market share • merchandise availability • presentation or merchandising of the product • promotional tie-ins or co-location • quality of products or services.

Initiating actions to address customers with under-performing sales may include:	• assessing the impact of competitor's products and ability to offer better solution
	• exiting unviable relationship with customer
	• identifying reasons that may limit sales, including:
	  • product suitability
	  • quality of customer service
	  • viability of the product line to the customer's business
	• offering alternative products.

Unit Sector(s)

Wholesale

Competency Field

Wholesale

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SIRXINV005A Control inventory

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.

Application of the Unit

This unit applies to team members at a supervisory level who plan, coordinate and implement activities associated with the receipt, dispatch, storage and movement of merchandise. This includes observing maintenance procedures for storage areas and equipment, according to store policy and procedures and relevant legislation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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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. Manage receipt, dispatch and storage of merchandise.	1.1. Receive, dispatch and store merchandise according to ***store policy and procedures***. 1.2. Determine cost-effective and efficient methods for goods movement according to store policy. 1.3. Implement maintenance procedures for storage areas and ***equipment*** according to store policy.
2. Manage stock control.	2.1. Implement store policy and procedures in regard to ***stock control*** and inventories. 2.2. Establish and implement store procedures to monitor and control stock levels. 2.3. Maintain budgeted stock levels. 2.4. Establish and implement stocktaking procedures. 2.5. Establish and implement ***contingency plans*** in regard to stock delivery times. 2.6. Document and prepare accurate ***reports*** on stock inventories.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- technical skills to use electronic recording equipment
- time management skills to maintain stock levels according to store policy and procedure requirements
- literacy and numeracy skills to:
  - maintain stock control reports and documentation
  - process orders
  - maintain delivery and supply records
  - maintain stock distribution records
  - maintain stock recording systems

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- analyse data
- prepare and present reports

Required knowledge

- store policy and procedures in regard to:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage in an appropriate environment
  - equipment used to move stock
- store systems and equipment for stock recording and control
- inventory control
- storage security
- licensing requirements for operating moving equipment (if applicable)
- relevant legislation and statutory requirements
- relevant industry codes of practice
- Work Health and Safety (WHS) legislation and codes of practice

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

Evidence of the following is essential:

- plans, coordinates and implements activities associated with receipt, dispatch, storage and movement of merchandise according to store policy and procedures, including OHS policies and guidelines
- implements maintenance procedures for storage areas and equipment according to store policy
- plans, coordinates and implements activities associated with stock control, including:
  - monitoring and controlling stock levels
  - establishing and maintaining stocktaking procedures
  - documenting and reporting on inventories according to store policy and procedures.

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Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	  • store policy and procedures on inventory control
	  • legislation and statutory requirements
	  • industry codes of practice
	  • WHS legislation and codes of practice
	• access to:
	  • a stock control system
	  • stock control equipment
	  • a team.

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 performance in the workplace • third-party reports from a supervisor • written or verbal questioning to assess knowledge and understanding • 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 in the performance criteria is detailed below.

Store policy and procedures in regard to:	• receipt of goods from suppliers • dispatch of goods • shrinkage prevention • waste controls • safety controls • secure storage • stock control and inventories.
Equipment may include:	• electronic bar coding equipment • weighing machines • thermometers

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- climate control
- cold storage units
- storage fixtures
- trolley return equipment
- portable data entry
- cutting equipment
- protective clothing.

Stock control may include:

- stocktaking
- monitoring stock levels
- cyclical counts
- minimisation of out-of-date stock
- quality control.

Contingency plans may include:

- breakdowns
- delays
- floods
- breakages.

Reports may include:

- business documents
- informal reports
- stocktake reports.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

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SIRXMER303 Coordinate merchandise presentation

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 a revised unit, based on and equivalent to SIRXMER002A Coordinate merchandise presentation.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store merchandising and pricing policy and standards to support and coordinate relevant frontline staff members and ensure that they arrange, present and label or price merchandise according to store requirements.

It also involves informing staff of store merchandise presentation requirements for sales, promotions and special events, and providing feedback to management in regard to improvement of store marketing and promotional activities.

Application of the Unit

This unit applies to frontline visual merchandisers who supervise sales and other staff implementing and maintaining displays according to store merchandising standards.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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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. Instruct and coordinate staff.	1.1. Communicate and demonstrate store ***display standards and requirements*** to ***staff***. 1.2. Identify occurrence and timing of promotions and special events and inform staff. 1.3. Identify items to be advertised or promoted, according to store merchandising policy and inform staff. 1.4. Identify appropriate timing for dismantling and disposing of displays and inform staff.
2. Supervise construction and maintenance of presentations.	2.1. Plan and coordinate promotions and special events as directed by management. 2.2. Plan and supervise construction and maintenance of ***displays*** in order to achieve balance and visual impact. 2.3. Ensure product or service ***display information*** accurately depicts product or service being promoted. 2.4. Ensure displays are completed according to required time schedule, with minimum disruption to ***customer*** service and traffic flow. 2.5. Ensure displays are constructed and maintained in a safe and secure manner. 2.6. Regularly monitor replenishment of merchandise and rotation of stock on store displays and take action as required.
3. Implement merchandise pricing.	3.1. Implement store policy and procedures in regard to pricing and ticketing. 3.2. Identify current prices for products and services and amend according to store policy. 3.3. Inform team members of price changes and current pricing policies.
4. Review merchandise presentations.	4.1. Evaluate promotions or special events against sales turnover and store presentation standards. 4.2. Evaluate merchandise presentation against sales turnover and store presentation standards. 4.3. Provide management with feedback in regard to improvement of

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store marketing and promotional activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - give instructions
  - provide feedback to management through clear and direct communication
  - provide information to staff
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
  - prepare machine or manual labels and tickets
  - present and price merchandise
  - read and interpret store policies and procedures
- observation skills to assess display and presentation compliance with visual merchandising standards
- technology skills to operate and maintain electronic labelling and ticketing equipment
- team leadership skills to:
  - instruct and support staff
  - supervise staff activities

Required knowledge

- availability and use of materials
- correct storage procedures for labelling and ticketing equipment and materials
- load-bearing capacity of fixtures and display areas
- location of display areas
- manufacturer specifications for the use of electronic labelling and ticketing equipment
- occurrence and timing of store promotions, including advertising, catalogues and special offers
- pricing procedures, including GST requirements
- principles and techniques of interpersonal communication skills
- principles of display and design
- procedure for accessing information and implementing price changes
- relevant industry codes of practice relating to coordinating merchandise presentation
- relevant legislation and statutory requirements relating to coordinating merchandise presentation, including Australian Consumer Law

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- relevant work health and safety (WHS) legislation and codes of practice
- store policies and procedures in regard to:
  - efficient use of resources
  - merchandise range
  - merchandising, pricing and ticketing
  - minimum stock levels required
  - stock rotation and replenishment
  - storage of stock
- store promotional themes

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- implements and instructs staff regarding store display, merchandising, ticketing and pricing policies and procedures
- coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements
- identifies products to be advertised or promoted according to store merchandising policies
- coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner
- informs staff of pricing policies, promotions, special events, display standards and requirements, and timing for dismantling and disposing of displays
- evaluates and reports effectiveness of store merchandising and promotional activities to management and staff as required by store policies and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- pricing and ticketing equipment
- merchandise for display
- display materials and props
- relevant documentation, such as:
  - store policy and procedures manuals on merchandising
  - WHS requirements

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- manufacturer instructions and operation manuals on electronic ticketing equipment
- legislation and statutory requirements
- industry codes of practice
- a work team.

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 the workplace • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge.
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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Display standards and requirements may include:	• maintaining existing displays • safety • setting up new displays • ticketing and display signage.
Staff may be:	• from a range of social, cultural and ethnic backgrounds • from within or outside own work team • full-time, part-time, casual or contract.
Displays may be located in a variety of areas, including:	• fixtures on floor • interior or exterior • permanent or temporary • publicly accessible areas • shelves • walls • windows.
Display information may include:	• discount information • price

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- product brand
- special guarantees
- product characteristics, such as:
  - size
  - weight capacity
  - materials.

Customers may include:

- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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SIRXMER406 Monitor in-store visual merchandising display

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 a revised unit, based on and equivalent to SIRXMER003A Monitor in-store visual merchandising display.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret organisational visual merchandising plans and manuals and monitor in-store displays to ensure that they reflect and maintain current organisational visual merchandising directions.

It involves applying fundamental design principles, making decisions with regard to merchandise for display, and ensuring that displays contribute to the visual merchandising standards of the organisation and are constructed and located to ensure customer and staff safety.

Application of the Unit

This unit applies to frontline visual merchandising team members and other staff with a responsibility for monitoring displays to ensure they reflect and maintain current organisational visual merchandising directions.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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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. Interpret a visual merchandising plan.	1.1. Identify ***design requirements*** of visual merchandising plan or manual. 1.2. Source ***resources required*** to implement plan. 1.3. Identify ***factors that may affect the plan***. 1.4. Apply organisation's visual merchandising standards to the plan.
2. Monitor display requirements.	2.1. Regularly monitor display to ensure it meets the requirements of the ***visual merchandising plan***. 2.2. Identify ***damage or changes to the display***. 2.3. Take action to rectify unwanted changes to the display.
3. Maintain displays in line with organisational requirements and plan.	3.1. Maintain display so that it is clean and tidy. 3.2. Make additions or changes to display to ensure it consistently adheres to the visual merchandising plan. 3.3. Maintain organisation's requirements for visual merchandising in the display.
4. Contribute to the visual merchandising standards of the organisation.	4.1. Interpret visual merchandising standards of the organisation. 4.2. Identify opportunities for improving visual merchandising standards. 4.3. Make contributions to the visual merchandising standards as appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- artistic interpretation skills to create displays according to visual merchandising standards
- communication skills to share ideas
- creative thinking skills to generate ideas for improving visual merchandising standards
- literacy skills to interpret visual merchandising manuals

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- observation skills to identify damage to displays or deviations from visual merchandising standards
- practical skills to maintain and update displays according to the visual merchandising plan

Required knowledge

- basic design principles
- basic principles of visual merchandising
- work health and safety (WHS) requirements relating to monitoring displays
- organisation's visual merchandising principles
- resources required to implement visual merchandising plans
- procedures for safe use of tools, equipment and materials used in visual merchandising displays

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interprets and identifies the design requirements of a visual merchandising plan
- monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation's visual merchandising standards
- contributes appropriately to the ongoing development of the organisation's visual merchandising standards.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - store visual merchandising standards.

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 the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Guidance information

Holistic assessment with other units relevant to the industry sector,

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for assessment 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Design requirements may include:
- colours used
- functionality
- layout of display
- location of display in store
- merchandise for display
- size of display.

Resources required may include:
- fixtures and fittings
- lights
- materials
- people
- supports
- time.

Factors that may affect the plan may include:
- availability of display stands and structures
- availability of staff
- budget requirements
- merchandise availability
- store promotions
- time requirements.

Visual merchandising plan may include:
- display location
- retail image
- store plan and design.

Damage or changes to the display may include:
- changes in the appearance of the display
- damage to fixtures, fittings or display supports
- damage to items on display.

Unit Sector(s)

Cross-Sector

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Competency Field

Merchandising

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SIRXMPR001A Profile a retail market

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to profile a retail market.

Application of the Unit

This unit applies to personnel responsible for reviewing the image of the store, researching market demands, profiling store customers and implementing methods to attract customers to the store.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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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. Review the image of the store.	1.1. Analyse the ***components of the store image***. 1.2. Access and analyse relevant ***store documentation*** in relation to store image. 1.3. Promote the store image in an appropriate manner.
2. Research market demands for the store.	2.1. Select an ***appropriate area for research*** of market demands. 2.2. Use appropriate ***market research techniques*** according to ***store policy***. 2.3. Plan market research according to store policy and procedures. 2.4. Collect, analyse and present ***data*** in an appropriate manner.
3. Profile the store's customers.	3.1. Research the demography of the store's ***customers***. 3.2. Develop a demographic ***profile***. 3.3. Access information about ***changing trends*** and relate to ***customer demands***.
4. Implement methods to attract customers to store.	4.1. Access and analyse information about the customer. 4.2. Generate ***ideas*** to develop ***methods for attracting customers***. 4.3. Select and develop a suitable idea in collaboration with others in the organisation. 4.4. Present and discuss the idea with ***relevant personnel***. 4.5. ***Evaluate*** the idea to ensure that it meets the requirements for the target customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - carry out market research
  - generate ideas and discuss with relevant personnel through clear and direct communication

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- ask questions to identify and confirm requirements
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- collaborate with team members

- literacy and numeracy skills to:
  - interpret store policy and procedures
  - conduct research
  - analyse data
  - generate reports

Required knowledge

- store policy and procedures in regard to:
  - accessing documentation
  - promoting store image
- market research methods
- evaluation methods
- creative thinking techniques
- techniques in interpersonal communication

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

Evidence of the following is essential:

- analyses components of the store image by accessing relevant store documentation
- promotes the store image in an appropriate manner
- researches market demands using appropriate market research techniques
- accurately profiles store customers
- generates ideas for attracting customers to store
- selects and develops a suitable idea in collaboration with others
- presents and discusses idea with supervisor
- evaluates idea to ensure that it meets requirements for target customers
- implements the idea according to store policies and budgetary requirements.

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Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	  • store policy and procedures manuals
	  • store documentation in relation to store image
	  • market data.

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 • third-party reports from a supervisor • case studies • research reports • written or verbal questioning to assess knowledge and understanding • 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 in the performance criteria is detailed below.

Components of the store image may include:	• logo • products • services • layouts • displays • tickets • visual merchandising • promotional events and themes.
Store documentation may include:	• sales reports • customer surveys • market research.
Appropriate areas for research	• location

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may focus on:	• consumer • product • brand • price • layout • advertising.
Market research techniques may include:	• interviews • observations • surveys • questionnaires.
Store policy may relate to:	• marketing • market research.
Data may include:	• internal: customer orders, random surveys, complaints, returns • external: ABS statistics, books, newspaper reports, supplier information.
Customers may include:	• new or repeat contacts • external and internal contacts • business customers or individuals • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Demographic ***profile*** may include:	• age • buying power • family structures • employment patterns • education levels • tourism • mobility • occupations • marital status • cultural and ethnic background • income levels • population size.
Changing trends may include:	• tourism • immigration • technology • selling approaches

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	• leisure time • environmental issues • discount operators • quality demands • advances in technology.
Customer demands may vary according to:	• preference • health factors • age • cultural group • dietary issues • price.
Ideas may be generated using techniques such as:	• product association • brainstorming • visualising • telling stories • creative writing • lateral thinking • mind mapping, drawings • using prompts.
Methods for attracting customers may include:	• advertising • seasonal promotions • new product launches • public relations • publicity.
Relevant personnel may include:	• team leader • supervisor • manager.
Methods used to ***evaluate*** ideas may include:	• developing checklists • discussing the process with colleagues or supervisors • writing a report of the outcomes.

Unit Sector(s)

Cross-Sector

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Competency field

Marketing and Public Relations

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SIRXRPK001A Recommend health and nutritional products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on health and nutritional products and services to customers.

Application of the Unit

This unit applies to frontline service personnel who provide advice to customers and other sales staff on a range of health and nutritional products and services,, including their characteristics, features, indications, contra-indications, technical information and storage requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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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. Research and develop product knowledge.	1.1. Develop ***product knowledge*** by accessing relevant ***sources of information***. 1.2. Research and apply ***comparisons between products***.
2. Identify health and nutritional products.	2.1. Identify store health ***product range*** according to relevant product information.
3. Recommend health and nutritional products.	3.1. Apply product knowledge to advise ***customers*** and other ***members of staff*** on available products. 3.2. Convey product information according to ***legislative requirements*** to assist customers' purchase decisions. 3.3. Promote specials and new lines to customers according to store ***policy and procedures***. 3.4. Recommend ***complementary products*** to clients according to store policy.
4. Advise on health and nutritional services.	4.1. Advise customers on store range of products, services and complementary therapy consultant services where applicable according to store policy and procedures. 4.2. Question customers to determine nature of problem and offer solutions according to nature of problem, available product information, and store policy. 4.3. Schedule appointments with complementary therapy consultant services, where applicable, according to availability of consultant and store procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal communication skills to:
  - develop and apply product knowledge by providing advice to customers and staff, including those with special needs such as dietary

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    - promote products and advise on health and nutritional services 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
    - handle difficult customers
- literacy skills to:
    - read and interpret product labels
    - read and understanding store policy and procedures
    - schedule appointments where required
- numeracy skills to price, estimate and weigh products

Required knowledge

- store policy and procedures in regard to:
    - sales and customer service
    - methods of dealing with special needs and requests of customers
    - customer complaints
- store health and nutritional product and service ranges, including new lines and seasonal promotions
- indications and contra-indications of health and nutritional products
- relevant industry codes of practice, including:
    - advertising (Therapeutic Goods Administration)
    - stock procurement and stock dispensing
- Complementary Healthcare Council of Australia (CHC) guidelines
- relevant legislation and statutory requirements, including Australian Consumer Law

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	Evidence of the following is essential: • consistently applies store policy and procedures that comply with consumer law and legislative requirements regarding the selling of health and nutritional products and services • continually updates and applies product knowledge in regard to current store health products and services to provide comprehensive advice to customers and staff

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- consistently advises customers and informs sales team members of major characteristics of store range of health products, including product type, purpose, features and benefits, price, basic production methods and storage requirements
- consistently advises customers on store health services available, and schedules appointments with complementary therapists where applicable.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
  - store policy and procedures manuals
  - industry codes of practice and relevant legislation
- an appropriate range of health and nutritional products and services
- a range of customers with different requirements.

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 performance in the workplace
- third-party reports from a supervisor
- a role play
- customer feedback
- written or verbal answers to questions about specific skills and 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 in the performance criteria is detailed below.

Product knowledge may include:

- type
- purpose

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- basic production methods
- features and benefits
- price
- storage requirements
- shelf life
- indications for product use
- contra-indications for traditional and alternative medicines and treatments.

Sources of information may include:

- store or supplier product manuals
- brochures
- product labels
- internet
- designated staff
- product seminars.

Comparisons between products may relate to:

- features and benefits
- method of production
- price
- storage requirements and shelf life.

Product range may include:

- organic food and genetically modified organism (GMO) free
- nutritional supplements such as:
  - vitamins, minerals, amino acids and other nutritional supplements
  - herbs and homeopathic products
  - cell salts
  - food supplements
  - sports supplements and drinks
  - special dietary foods
- complementary medicines and therapies
- natural cosmetics
- health devices such as:
  - water filters
  - magnetic products
  - crystals
- bulk, pre-packaged, refrigerated or fresh produce
- confectionery, snack foods and drinks
- books
- music.

Customers may include:

- those with routine or special requests, including

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	dietary requirements • regular and new customers • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Members of staff may include:	• new or existing staff • full-time, part-time or casual • people with varying levels of language and literacy • people from a range of cultural, social and ethnic backgrounds.
Legislative requirements may include:	• consumer law • food safety regulations • Trade Practices and Fair Trading Acts • waste disposal • hazardous substances and dangerous goods • environmental protection • pricing procedures, including GST requirements • WHS • privacy laws • customs regulations.
Policy and procedures in regard to:	• selling health and nutritional products and services • interaction with customers • scheduling appointments.
Complementary products may include:	• herbal, homeopathic and aromatherapy products • other natural and traditional remedies (e.g. Chinese, Ayurvedic, Bach flower essences) • massage oils • personal hygiene products • natural make-up products.

Unit Sector(s)

Cross-Sector

Competency field

Retail Product Knowledge

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SIRXSLS201 Sell products and services

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 a revised unit, based on and equivalent to SIRXSLS001A Sell products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

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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. Develop and apply product knowledge.	1.1. Develop ***product knowledge*** by accessing ***relevant sources of information*** and confirm with relevant staff. 1.2. Apply knowledge of the use and application of relevant products and services in interactions with customers according to store policy and ***legislative requirements***. 1.3. Identify gaps in product knowledge and resolve by accessing relevant sources of information.
2. Approach customer.	2.1. Identify ***customers*** by name where possible. 2.2. Develop knowledge of customer buying behaviour by accessing relevant sources of information. 2.3. Determine and apply appropriate timing of customer approach according to store policy and customer behaviour. 2.4. Initiate customer contact according to store policy. 2.5. Convey a positive impression to encourage customer interest according to store policy.
3. Gather and respond to information.	3.1. Apply questioning techniques and listening skills to determine customer buying motives and requirements. 3.2. Interpret and clarify non verbal communication cues. 3.3. Direct customer to specific merchandise according to customer requirements and store policy.
4. Sell benefits.	4.1. Match customer needs to appropriate products and services. 4.2. Communicate knowledge of product features and benefits clearly to customers. 4.3. Describe product use and safety requirements to customers. 4.4. Refer customers to appropriate product specialist as required. 4.5. Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.

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5. Overcome objections.	5.1. Identify and acknowledge customer objections according to store policy. 5.2. Categorise objections into price, time and merchandise characteristics and consider solutions. 5.3. Offer solutions to customer objections according to store policy. 5.4. Apply ***problem solving*** within personal scope of responsibilities to overcome customer objections or refer to senior staff.
6. Close sale.	6.1. Monitor, identify and respond appropriately to customer buying signals. 6.2. Encourage customer to make purchase decisions. 6.3. Select and apply appropriate method of closing sale.
7. Maximise sales opportunities.	7.1. Recognise and apply opportunities for making additional ***sales*** according to store policy. 7.2. Advise customer of complementary products or services according to customer's identified need. 7.3. Review personal sales outcomes and consider strategies to maximise future sales in consultation with relevant staff.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Re**quired skills**

- communication and interpersonal skills to:
  - handle difficult customers
  - verbal and non-verbal communication skills to:
    - question, listen and observe
    - overcome objections and close sale
- literacy and numeracy skills to:
  - handle payments for goods
  - read product information
  - read store policies and procedures
  - record information
  - weigh and measure goods
- selling skills to use a range of selling techniques

Required knowledge

- customer types and needs, including:
  - customer behaviour and cues

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    - customer buying motives
    - demographics, lifestyle and income
    - individual and cultural differences
    - types of customer needs, such as:
        - functional
        - psychological
- relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services
- selling techniques, including:
    - add-ons and complementary sales
    - closing techniques
    - opening techniques
    - overcoming customer objections
    - recognising buying signals
    - using strategies to focus customer on specific merchandise
- specific product knowledge for area or section
- store merchandise and service range
- store policies and procedures in regard to:
    - allocated duties and responsibilities
    - selling products and services and sales performance

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- applies store policies and procedures in regard to selling products and services
- maximises sales opportunities according to store policies and procedures
- applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluates personal sales performance to maximise future

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sales.

Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail work environment • relevant documentation, such as policy and procedures manuals • a range of customers with different requirements • a range of merchandise and products appropriate to the retail workplace • product labels and sources of product information.
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 candidate in the workplace • customer feedback • answers to questions about specific skills and 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Product knowledge may include:	• features and benefits • handling and storage requirements • price • safety features • stock availability • use-by dates • warranties.
Relevant sources of information may include:	• demonstrations • internet • labels • product profiles

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	• staff members • store or supplier product manuals • store tours • videos.
Legislative requirements may include:	• industry codes of practice • liquor laws • lottery legislation • work health and safety (WHS) • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Australian consumer law and fair trading Acts • trading hours • transport, storage and handling of goods.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Routine customer questions may relate to:	• availability • features and benefits • price and price reductions • quality.
Problem solving may be affected by:	• resource implications • store policies and procedures.
Sales transactions may be completed:	• face-to-face • online • over the telephone.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

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SISCAQU001 Test pool water quality

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to conduct pool water tests, record test results and make visual ongoing checks.

This unit applies to those working as pool attendants or aquatic operators in aquatic environments, such as council or commercially operated aquatic and leisure centres. Work is performed according to public health regulatory requirements, organisational policies and procedures, and relevant legislation.

Work may be carried out under supervision or with some autonomy, depending on the individual situation and job role.

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

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Conduct pool water tests.	1.1 Complete routine pool water tests according to public health regulatory requirements. 1.2 Interpret test results and compare with public health regulatory requirements. 1.3 Identify and report pool water test irregularities to appropriate personnel for corrective action. 1.4 Respond to contamination incidents within scope of own role. 1.5 Conduct regular sample collection and initiate corrective actions as required. 1.6 Perform regular visual checks of pool water quality, identify issues and initiate corrective actions when required.
2. Record test results.	2.1 Record pool water test results accurately. 2.2 Update swimming pool log according to aquatic facility specifications.

Foundation Skills

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

Unit Mapping Information

SISCAQU201A Monitor pool water quality

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISCAQU001 Test pool water quality

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, and:

- test pool water for the following on a minimum of four separate occasions:
  - free chlorine and/or total bromine
  - total chlorine
  - combined chlorine
  - pH
  - total alkalinity
  - cyanuric acid
  - calcium hardness
  - total hardness
  - temperature
- perform routine visual checks for pool water quality.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures:
  - public health regulatory requirements in the local area
  - health acts
  - infectious diseases regulations
  - dangerous goods act and regulations
  - work health and safety/occupational health and safety
  - environmental legislation
  - local government regulation
  - roles, responsibilities and limitations of own role
- pool water chemistry terms and their meaning:
  - pH levels
  - alkalinity
  - chlorine and or bromine

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  - temperature
  - calcium hardness
- types of pool water tests, their purpose and testing procedures
- visual checks made by pool attendants
- equipment and resources used for testing pool water quality
- responses to contamination incidents.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility with an operating pool.

Assessment must ensure use of:

- pool water testing apparatus
- public health regulatory documentation
- organisational policies and procedures.

Assessment activities that allow the individual to:

- conduct regular pool water tests within industry realistic timeframes.

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=1ca50016-24d2-4161-a044-d3faa200268b

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SISCAQU004 Develop and implement pool water maintenance procedures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement, monitor and evaluate systems and procedures for the maintenance of quality pool water in an aquatic recreation facility.

This unit applies to those working autonomously in aquatic leisure centres or community pools, in roles such as program coordinators, swim school coordinators, recreation coordinators or duty managers. Work is performed according to relevant legislation, and organisational policies and procedures.

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

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

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. Develop pool water maintenance	1.1 Evaluate pool water quality maintenance and treatment needs according to regulatory framework.

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procedures.	1.2 Develop and document systems for pool water maintenance in consultation with appropriate personnel.
2. Implement pool water maintenance procedures.	2.1 Provide accurate and current information and instruction to staff about legislative and technical requirements. 2.2 Delegate testing and treatment tasks according to staff skills. 2.3 Test pool water quality following established procedures. 2.4 Interpret results of tests made by self and others and identify where correction is needed. 2.5 Calculate the amount of chemicals required to correct chemical imbalances in pool water. 2.6 Select and use chemical dosing equipment for treatment of pool water according to manufacturer specifications. 2.7 Monitor pool water quality on ongoing basis, identify issues of concern and respond according to agreed procedures. 2.8 Identify and respond to emergency situations according to agreed procedures. 2.9 Complete accurate documentation
3. Evaluate pool water maintenance procedures.	3.1 Assess effectiveness of pool water maintenance procedures against testing and treatment records. 3.2 Identify and document potential improvements to maintenance procedures. 3.3 Communicate improvements and changes to relevant staff and stakeholders.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret technical content of regulatory requirements.

Unit Mapping Information

SISCAQU414A Develop pool water maintenance procedures

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISCAQU004 Develop and implement pool water maintenance procedures

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, and:

- develop and document pool water maintenance procedures that meet regulatory requirements for at least one aquatic facility that incorporate:
  - monitoring and treatment procedures for:
    - microbiological levels
    - disinfectant levels
    - pH levels
    - clarity levels
  - staff training requirements
  - safety procedures
  - emergency response procedures
  - documentation and reporting
- implement and evaluate pool water maintenance procedures for at least one aquatic facility
- implement emergency procedures in the event of a chemical emergency on at least one occasion.

Knowledge Evidence

Demonstrated knowledge required to do the task outlined in elements and performance criteria of this unit:

- legislation and industry standards relevant to aquatic facility maintenance with specific focus on local requirements:
  - work health and safety/occupational health and safety
  - dangerous goods act and regulations
  - local government regulations
  - building codes and regulations
- organisational policies and procedures:
  - standard operating conditions and levels
  - work health and safety/occupational health and safety
  - risk assessment and control

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  - handling of hazardous chemicals
  - emergency response
- factors that affect pool water treatment needs in different contexts:
  - condition of aquatic facility
  - location
  - size
  - nature of services provided
  - availability of resources
- characteristics of water quality:
  - pH levels
  - alkalinity
  - chlorine and / or bromine
  - temperature
  - calcium hardness
  - disinfectant levels
- waterborne bacteria and how to enable these to be monitored and controlled safely:
  - pseudomonas
  - aeruginosa
- consultation and communication mechanisms to develop and implement procedural systems
- content considerations for procedure documents:
  - specific testing and treatment procedures
  - safety requirements (chemicals, plant and equipment)
  - emergency response
  - training requirements
  - documentation and reporting requirements
- water treatment processes:
  - routine pool water tests
  - pool water microbiological tests
  - superchlorination
  - shock dosing
  - dechlorination
  - ozonisation or use of sanitizer
  - pool water filtration and recirculation
  - backwashing
  - manual removal of visible contaminants
- features and sources of products for pool water quality maintenance.

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Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or environment.

Assessment must ensure use of:

- a pool for which a maintenance program would be developed
- information about pool water quality maintenance to allow the individual to develop a tailored system
- organisational policies and procedures
- incident reporting documentation
- resources to maintain facility and equipment.

Assessment activities that allow the individual to:

- implement and monitor pool quality maintenance over time
- respond to a chemical emergency situation.

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=1ca50016-24d2-4161-a044-d3faa200268b

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SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop lesson plans and instruct a broad range of clients in water familiarisation, buoyancy and mobility skills. This involves using drills, activities and games according to best practice principles of aquatic activities.

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues. Work is performed according to relevant legislation including working with children and/or vulnerable people checks, organisational policies and procedures and best practice principles.

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

Pre-requisite Unit

SISCAQU002 Perform basic water rescues

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Develop lesson plans.	1.1 Consider participant group characteristics and identify water familiarisation, buoyancy and mobility skills to be developed. 1.2 Assess participant readiness. 1.3 Determine appropriate instructional methods to acquire the relevant skills. 1.4 Determine appropriate drills, activities and/or games for the participant group. 1.5 Develop and document lesson plans that incorporate key instructional information.
2. Conduct lessons.	2.1 Allocate sufficient space, assemble resources and check equipment for maintenance requirements. 2.2 Provide clear and accurate instruction on drills, activities and/or games. 2.3 Appropriately introduce participants to the water. 2.4 Demonstrate skills and techniques, and monitor the participation and performance of each participant. 2.5 Observe participant movement through water according to principles of movement in water and adjust or refine individual or group performance, as required. 2.6 Select and use communication techniques that encourage and support participants. 2.7 Modify activity, as required according to participant needs and factors that affect skills acquisition. 2.8 Respond to participants experiencing difficulties and answer questions as required. 2.9 Monitor time and complete drills, activities or games within time allocated. 2.10 Complete lesson documentation.
3. Review and adapt instruction.	3.1 Request and respond to feedback from participants. 3.2 Identify aspects needing further emphasis or attention in future sessions. 3.3 Review own performance and identify areas needing improvement. 3.4 Implement modifications to future instruction in response to feedback and review of participant progress.

Foundation Skills

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

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Unit Mapping Information

SISCAQU308A Instruct water familiarisation, buoyancy and mobility skills

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills

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, and:

- instruct water familiarisation, buoyancy and mobility skills according to legal, ethical and organisational requirements
- develop and implement at least three lesson plans that individually or cumulatively incorporate the following aspects of water familiarisation, buoyancy and mobility skills and documents the teaching points, class formations, safety and equipment:
  - water familiarisation:
    - entering, leaving and moving through water
    - getting face wet
    - submerging and opening eyes under water
    - regaining a standing position
    - breathing
  - buoyancy and mobility:
    - front, back and side floating
    - gliding
    - torpedo
    - sculling
    - treading water
    - stroke exploration
- use and modify the following instructional strategies for individuals and groups:
  - whole skill
  - whole, progressive part, whole
  - progressive part
  - demonstration
  - command and response
  - experiential or problem-solving
  - techniques to encourage the reluctant participant
- reflect on the following key aspects of instruction:
  - the lesson
  - teaching methods used

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- risk management
- potential ways to enhance learning opportunities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal, ethical and organisational requirements and responsibilities for instruction:
  - work health and safety/occupational health and safety
  - working with children
  - duty of care/safe conduct of activities
  - best practice principles of aquatic activities
  - mandatory reporting
  - implications of negligence
  - waivers and exclusion clauses
  - insurance
  - anti-discrimination and equal opportunity
  - privacy and confidentiality
  - communication protocols
  - a recognised swimming teachers code of conduct
  - swimwear and personal protective equipment
- characteristics of participant groups and appropriate drills for the various characteristics:
  - age
  - stage of development
  - physical or intellectual characteristics
  - cultural and situational factors
- aspects of a body in water:
  - body position and density
  - vertical and lateral rotation
  - balance
- forces effecting movement through water and the factors that affect each force:
  - buoyancy:
    - density
    - shape
    - symmetry and asymmetry
    - breathing
    - centre of gravity
    - centre of buoyancy
  - propulsion:
    - lift force

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    - water friction
    - levers
  - resistance:
    - skin
    - frontal
    - eddy
- principles of session planning to develop activity-specific plans:
  - expectations and aspirations of clients
  - numbers of clients
  - client background, experience and developmental stage
  - staff and financial resources
  - cultural and political influences
  - involvement and interest of parents
  - length and number of sessions
  - equipment, materials and provisions
  - precautions and other health and safety information
- learning styles to enable the use of a variety of activities to cater for different client learning preferences:
  - auditory
  - kinaesthetic
  - visual
  - sensory
- principles of growth and development to select and sequence appropriate tasks and activities
- instructional methods and strategies, how and when they are used:
  - whole skill
  - whole, progressive part, whole
  - demonstration
  - command and response
  - experiential or problem-solving
  - techniques for reluctant participants
- conditions, factors and external influences that effect participant uptake of skill:
  - physical, intellectual and emotional characteristics
  - environmental conditions
  - other facility users
  - spectators
  - parents
  - other instructors
  - background noise and distractions
  - class size

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  - water depth
  - available water space
- potential areas of ongoing instructor improvement:
  - knowledge
  - instructional skills and techniques
- communication techniques that support and encourage participants
- group control techniques
- principles of movement in water and best practice principles of aquatic activities to enable safe, effective and consistent instruction in buoyancy and mobility skills
- water familiarisation, buoyancy and mobility skills to enable accurate and comprehensive instruction to participants
- use, care and maintenance of equipment
- cardiopulmonary resuscitation techniques to enable initial response to emergencies as per Australian Resuscitation Council (ARC) guidelines.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or confined natural shallow water environment.

Assessment must ensure use of:

- organisational policies and procedures appropriate to risk management
- swimming instructional equipment
- participants to whom instruction is provided, these can be:
  - participants in a workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- develop and conduct lessons in industry required timeframes
- respond to problems that typically arise in water familiarisation, buoyancy and mobility skills instruction.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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Links

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SISFFIT003 Instruct fitness programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, knowledge and skills required to plan, instruct and evaluate a variety of fitness programs and circuit sessions aimed at the health-related components of fitness. It involves programming and instruction of cardiovascular, resistance and flexibility programs for low or moderate risk clients who have completed industry endorsed pre-exercise screening and risk stratification procedures.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

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

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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. Identify client fitness	1.1 Consider and confirm client needs, expectations and

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requirements.	preferences using suitable questioning techniques. 1.2 Review and advise client of outcomes of pre-exercise health screening procedures. 1.3 Refer client to medical or allied health professionals as required. 1.4 Identify potential barriers to participation. 1.5 Develop and document client profile for re-evaluation purposes.
2. Develop program plans.	2.1 Determine type of training, training methods and equipment required to achieve client goals. 2.2 Calculate total training volume required to achieve client goals. 2.3 Develop and document program plans that incorporate key instructional information to target components of fitness. 2.4 Develop customised training sessions that include a variety of exercises and equipment to meet client needs.
3. Conduct exercise sessions.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. 3.2 Provide clear exercise instructions and confirm client understanding. 3.3 Demonstrate exercises, techniques and equipment to client. 3.4 Monitor participation and performance to identify signs of exercise intolerance and modify as required. 3.5 Select and use communication techniques that encourage and support clients. 3.6 Modify session as required considering basic mechanics, safety and fitness outcomes. 3.7 Respond to clients experiencing difficulties and answer questions as required. 3.8 Complete session documentation and progress notes.
4. Evaluate program.	4.1 Monitor and evaluate exercise program at appropriate intervals. 4.2 Request and respond to feedback from clients. 4.3 Review own performance and identify areas needing improvement. 4.4 Identify aspects needing further emphasis or attention in future sessions. 4.5 Evaluate program or activities and discuss modifications to program. 4.6 Document and update records of evaluation and modification of programs.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret fitness industry and equipment manufacturer guidelines • interpret pre-exercise health screening results and documentation.
Oral communication skills to:	• use active listening and questioning techniques to determine client preferences and offer and explain suitable exercises and programs.
Numeracy skills to:	• calculate heart rate and use exercise intensity guidelines, including rate of perceived exertion • determine availability and appropriate timing for area use • determine safe and effective timing within sessions and programs.
Learning skills to:	• maintain current knowledge of fitness training methods and equipment.
Problem-solving skills to:	• modify session and program as required with consideration and awareness of expected training adaptations specific to client.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT003 Instruct fitness programs

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. This must include period(s) totalling at least eight hours comprising at least eight different client contact sessions, and:

- plan, document, implement and evaluate at least five fitness programs using the principles of program design to suit the needs of clients with goals related to health-related components of fitness
- plan, document, implement and evaluate at least three circuit training sessions with interrelated components
- conduct sessions that individually or cumulatively incorporate:
  - demonstration, explanation, and instruction in the following:
    - cardiovascular exercises
    - dynamic warm-up and cool-down components
    - resistance exercises:
      - squat
      - static lunge
      - push-up
      - triceps dips
      - prone back extension
      - shoulder press
      - abdominal crunches
      - bent over row
      - lateral raise
      - modified dead lift
      - prone hover
    - flexibility exercises – static and dynamic stretches
  - injury prevention strategies specific to client needs and program
- modify programs for clients, addressing at least three of the following:
  - technical requirements
  - changing needs due to fitness adaptations
  - changing goals
  - client needs, objectives, likes and dislikes

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- technical difficulty adjustments of exercises.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding fitness programs, sessions and circuit sessions:
  - work health and safety/occupational health and safety
  - duty of care
- organisational policies and procedures in regards to:
  - pre-session screening
  - overcrowding
  - ventilation and/or climate control
  - hygiene
  - participant to instructor ratio
  - emergency
  - risk management
  - standards of personal presentation
  - participant's clothing and footwear
  - use, care and maintenance of equipment
- principles of program design:
  - FITT
  - overload
  - progression
  - specificity
- fitness program planning for improvement of health-related components of fitness:
  - body composition
  - muscle endurance
  - muscle strength
  - cardiorespiratory endurance
  - flexibility
- program design and variables relevant to health-related components of fitness and factors affecting program design
- components of a circuit training session plan:
  - phases:
    - preparation
    - conditioning
    - recovery
    - adaptation

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    - rest intervals
    - required equipment
    - floor plan for equipment arrangement
- circuit training session planning considerations and inclusions:
    - equipment
    - layout
    - number of participants
    - phases of session
- training methods and consideration of intensity, program types, sets and reps, circuits, matrices, super-sets, pre-fatigue and interval training
- benefits of fitness sessions and circuit sessions
- contraindications and precautions to participation in session, and suitable modification options for participants where the safety of the participant is not compromised
- exercises and programming requirements for:
    - flexibility:
        - dynamic or active range of motion
        - static
    - muscular endurance and strength:
        - balance and coordination
        - body weight
        - equipment
    - cardiorespiratory endurance
- effects of different exercises on the major body systems:
    - cardiovascular
    - muscular
    - nervous
    - skeletal
- methods of monitoring exercise intensity, techniques and progression:
    - heart rate
    - rate of perceived exertion
    - observation of technique
    - completed sets and repetitions
    - loads lifted
- manufacturer and exercise equipment specifications for safe use and techniques
- signs and symptoms of exercise intolerance
- motivational techniques and exercise adherence strategies.

Assessment Conditions

Skills must be demonstrated in:

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- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals..

Assessment must ensure access to:

- legislation and organisational policies and procedures in relation to fitness programs and circuit training
- industry endorsed risk stratification procedures.

Assessment must ensure use of:

- a variety of fitness industry standard equipment:
  - resistance
    - free weights
    - machines
    - proprioception and stability training equipment
  - cardiovascular training
- an appropriate area for the delivery of circuit training sessions
- client record forms
- documented session plans with inclusion of identified modifications/adjustments needed
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment within a training organisation.

Assessment activities that allow the individual to:

- develop a variety of fitness programs over a period of time suitable for ensuring adequate time for the client to achieve several health-related components of fitness goals
- demonstrate ability to instruct a variety of circuit sessions, catering for :
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT013 Instruct exercise to young people aged 13 to 17 years

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, instruct and evaluate exercise for young people aged thirteen to seventeen years. It requires the ability to supervise young people using fitness facilities and relevant equipment to promote functional capacity and fitness.

It involves using industry endorsed risk management protocols when determining the provision of suitable exercise services. This may include guidance from relevant medical or allied health professionals.

This unit applies to personal trainers who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work autonomously in controlled and uncontrolled fitness environments.

Work is performed according to relevant legislation including working with children or vulnerable people checks, and organisational policies and procedures.

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

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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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. Identify fitness requirements.	1.1 Consider and discuss needs, expectations and preferences using suitable questioning techniques. 1.2 Review and advise participant and parent or carer of outcomes of pre-exercise health screening procedures. 1.3 Refer participant to medical or allied health professionals as required. 1.4 Select and use appropriate baseline functional capacity or fitness assessments, as required. 1.5 Identify potential barriers to participation. 1.6 Develop and document client profile for re-evaluation purposes.
2. Plan exercise session.	2.1 Determine type of training, training methods and equipment required to achieve participant goals. 2.2 Gain parent or carer consent for participation in specified exercise program. 2.3 Develop and document program plans that incorporate participant goals, abilities, and stage of growth and development within instructional information. 2.4 Develop customised training sessions that include a variety of exercises and equipment to meet participant needs.
3. Instruct exercise session.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. 3.2 Provide clear exercise instructions and confirm participant understanding. 3.3 Demonstrate exercises, techniques and equipment to participant. 3.4 Monitor participation and performance to identify signs of exercise intolerance and modify as required. 3.5 Select and use communication techniques that encourage and support participants. 3.6 Modify session as required considering basic mechanics, safety and fitness outcomes. 3.7 Respond to participants experiencing difficulties and answer questions as required. 3.8 Complete session documentation and progress notes.

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4. Evaluate exercise session.	4.1 Monitor and evaluate exercise session at appropriate intervals. 4.2 Evaluate exercise session according to participant, parent or carer feedback, professional judgement and outcomes of sessions. 4.3 Review own performance and identify areas needing improvement. 4.4 Identify aspects needing further emphasis or attention in future sessions. 4.5 Evaluate program or activities and discuss modifications to future sessions. 4.6 Document and update records of evaluation and modification.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Reading skills to:	• interpret equipment manufacturer guidelines to determine:
	  • appropriate use of equipment and facilities to instruct children and adolescents
	  • required adaptations to equipment, facilities or exercise to maximise safety, participation and enjoyment of sessions
	• comprehend organisational policies and procedures regarding roles and responsibilities in exercise prescription and supervision of children and adolescents within the fitness facility or organisation.

Oral communication skills to:	• provide accurate information to children, adolescents, and parents or carers • interact with children, adolescents and parents or carers in an appropriate manner • encourage children and adolescents to participate in an active lifestyle and exercise program.
Numeracy skills to:	• work within time schedules of facilities and program requirements.
Learning skills to:	• maintain knowledge of current industry methods of pre-exercise screening, baseline assessments of fitness and functional capacity and exercise training methods for children and adolescents.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SISFFIT013 Instruct exercise to young people aged 13 to 17 years

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, and:

- conduct age and skill appropriate baseline assessments:
  - functional motor skills
  - cardiovascular
  - strength
  - agility
  - flexibility
- plan, implement and evaluate at least five fitness programs for young people that reflect appropriate developmental stages, age and ability variations that incorporate:
  - appropriate selection and monitoring of a range of gym-based cardiovascular and resistance equipment, according to industry guidelines
  - demonstration, explanation, and instruction of exercises relevant to age group
  - suitable order and sequence of activities
  - session components that target the needs and goals of the individual
  - suitable duration, intensity, volume
  - appropriate music selection, where appropriate
  - developmental stages of children and adolescents and age variations in physical, mental and social abilities
  - monitoring of client intensity, techniques, posture and safety
  - technique correction
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding safe and appropriate conduct of exercise for children and young adolescents:

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    - work health and safety/occupational health and safety
    - duty of care
    - working with children and/or vulnerable people
    - privacy
    - anti-discrimination
- organisational policies and procedures in regards to:
    - industry endorsed risk management protocols, exercise implications and referral requirements
    - ventilation and/or climate control
    - hygiene
    - emergency
    - risk management
    - standards of personal presentation
    - participant's clothing and footwear
    - use, care and maintenance of equipment
    - equipment use and maintenance
    - client supervision
    - incident reporting
- exercise programming and progression principles:
    - FITT
    - overload
    - specificity
    - phasing
    - warm-up
    - conditioning
    - cool down
- health-related components of fitness:
    - cardiorespiratory endurance
    - muscular endurance
    - muscular strength
    - flexibility
    - body composition
- functional exercises for motor skills related to participant needs:
    - hopping, jumping, throwing, kicking, running, walking, skipping
    - agility, proprioception, balance, reaction time and speed based exercises
- purpose and use of gym equipment:
    - free weights
    - pin-loaded resistance equipment
    - skipping ropes
    - balls, including medicine and fit balls

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    - resistance bands
    - mats
    - cardiovascular equipment, for example treadmill and stepper
- anatomy and physiology related to children and adolescents:
    - thermoregulation
    - cardiovascular system
    - musculoskeletal system
    - nervous system
    - respiratory system
- principles of paediatric and exercise science to enable selection of exercises appropriate to participant characteristics and needs:
    - growth and maturation
    - coordination development and control
    - stability
    - posture in children
    - fundamental skills
    - aerobic capacity
- stages of growth and development in children and adolescents to enable effective planning of programs and selection of exercises:
    - physical
    - social
    - emotional
- exercise implications of age and stages of growth and development:
    - changes in growth rate
    - effect of exercise on growth and development
    - social development
    - physiological characteristics of the child through developmental stages
    - session structures for different ages and/or abilities
    - coordination and motor development
    - communication and instructional skill difficulties
    - behavioural change and social needs
    - exercise requirements for different stages of development
- signs and symptoms of major types of injuries typical to children and young adolescents:
    - sprains
    - osteochondroses (severs, patellofemoral pain syndrome, legg-calve-perthes)
    - shoulder instability
    - joint hypermobility
- injury risks related to exercise participation of children and young adolescents
- motivational techniques which incorporate:
    - goal setting

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  - positive feedback
  - foundation of play in exercise prescription
- signs and symptoms of exercise intolerance and appropriate management strategies
- the medical and allied health sector to enable appropriate recommendations or referrals be made to parents or carers.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment that offers a variety of appropriate services and facilities suitable for youth aged 13-17 years.

Assessment must ensure use of:

- a variety of equipment appropriate for use by children and young adolescents
- industry endorsed risk stratification procedures
- organisational policies and procedures related to working with children
- session plan templates with space to identify modifications/adjustments needed
- participants aged 13-17 years; these can be:
  - participants in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- manufacturer guidelines on equipment safety and usage.

Assessment activities that allow the individual to:

- use fitness industry endorsed risk stratification procedures and conduct baseline assessments suitable for adolescents aged 13 years and over:
  - functional motor skills, i.e. hopping, jumping, throwing, kicking, running, walking, skipping
  - cardiovascular endurance
  - muscle strength and endurance
  - agility
  - flexibility
  - body composition, if appropriate.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and

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- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

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SISFFIT014 Instruct exercise to older clients

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, instruct and evaluate exercise for male clients aged forty five and over, and female clients aged fifty five and over. It requires the ability to provide instruction of exercise programs aimed at improving health and fitness for older clients, with consideration of aspects of healthy ageing. It also covers promotion of incidental physical activity to clients to minimise the risk of developing sedentary lifestyle behaviours. It involves using industry endorsed risk stratification procedures when determining the provision of suitable advice and referral requirements.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment.

Work is performed according to relevant legislation and organisational policies and procedures.

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

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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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. Identify client fitness requirements.	1.1 Consider and confirm client needs, expectations and preferences using suitable questioning techniques. 1.2 Review and advise client of outcomes of pre-exercise health screening procedures. 1.3 Refer client to medical or allied health professionals as required. 1.4 Select and use appropriate baseline functional capacity or fitness assessments, as required. 1.5 Identify common barriers to exercise participation by older clients. 1.6 Recognise and explain benefits of exercise for older populations and the role of exercise in reducing risks associated with ageing. 1.7 Receive guidance from medical or allied health professionals for exercise participation, as required. 1.8 Develop and document client profile for re-evaluation purposes.
2. Develop program plans.	2.1 Identify settings and program considerations that support safe and sustainable exercise participation for older clients. 2.2 Determine type of training, training methods and equipment required to achieve client goals. 2.3 Develop and document program plans that incorporate instructional information and guidance from medical or allied health professionals if required. 2.4 Explain benefits of exercise and anticipated structural and physiological adaptations as they relate to client goals and needs. 2.5 Develop customised training sessions that include a variety of exercises and equipment to meet client needs. 2.6 Discuss and confirm client understanding of potential signs and symptoms of intolerance contraindications to exercise and recommended precautions.
3. Instruct exercise session.	3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. 3.2 Provide clear exercise instructions and confirm client understanding. 3.3 Demonstrate exercises, techniques and equipment to

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	client. 3.4 Explain any precautions for exercise relevant to client age, ability and risk status. 3.5 Monitor participation and performance to identify signs of exercise intolerance and modify as required. 3.6 Monitor client intensity, techniques, posture and safety, and modify program as required. 3.7 Seek ongoing guidance from, or refer client to, medical or allied health professionals, as appropriate. 3.8 Select and use communication techniques that encourage and support clients. 3.9 Modify session as required considering basic mechanics, safety and fitness outcomes. 3.10 Respond to clients experiencing difficulties and answer questions as required. 3.11 Complete session documentation and progress notes.
4. Evaluate program.	4.1 Monitor and evaluate exercise program at appropriate intervals. 4.2 Provide written and verbal feedback to medical or allied health professionals, as required. 4.3 Request and respond to feedback from clients. 4.4 Review own performance and identify areas needing improvement. 4.5 Identify aspects needing further emphasis or attention in future sessions. 4.6 Evaluate program or activities and discuss modifications to program. 4.7 Document and update records of evaluation and modification of programs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret and evaluate pre-exercise screening and baseline assessment results.
Oral communication skills to:	• explain course of action, including referral and fitness services, as required.

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Numeracy skills to:	• use heart rate calculations or other monitoring techniques during training, where relevant • use body mass index calculations during pre-exercise screening, where relevant.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT014 Instruct exercise to older clients

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. This must include period(s) totalling at least five hours comprising at least five different client contact sessions and:

- use industry endorsed pre-exercise screening tools and risk stratification processes to identify the risk level of at least ten older clients
- prepare referral letters to relevant medical or appropriate allied health professionals with supporting pre-exercise health screening documentation for at least two older clients
- plan, document, implement and evaluate suitable exercise programs within scope of practice for older clients:
  - three clients that don’t require guidance or instruction provided by medical or allied health professionals
  - two clients in response to guidance or instruction provided by medical or allied health professionals
- conduct sessions that incorporate:
  - appropriate selection and monitoring of a range of equipment appropriate for the client’s functional ability, according to industry guidelines
  - demonstration, explanation, and instruction of exercises
  - injury prevention strategies specific to client needs and to minimise the risk of falls
  - suitable order and sequence of activities
  - session components that target the needs and goals of the individual
  - suitable duration, intensity, volume
  - ongoing clear and constructive feedback to clients and, where required, medical or allied health professionals
  - use of evidence based exercise adherence strategies
  - minimise the risk of falls
  - variations and structure suitable to the needs of the older client
  - provision of hydration and rest opportunities as required
  - explanation of the role of exercise and incidental physical activity in prevention of chronic diseases and functional decline that may or may not be associated with ageing and reducing the risk of falls
- modify programs for clients, addressing at least three of the following:
  - technical requirements

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  - changing needs due to fitness adaptations
  - changing goals
  - client needs, objectives, likes and dislikes
  - technical difficulty adjustments of exercises
  - medical or allied health professional feedback
- conduct periodic ongoing evaluation of outcomes from fitness programs in accordance with the established program goals and industry best practice.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding specific population exercise participation:
  - privacy
  - anti-discrimination
  - work health and safety/occupational health and safety
  - duty of care
- organisational policies and procedures in regards to specific population exercise participation:
  - industry endorsed risk management protocols, exercise implications and referral requirements
  - overcrowding
  - ventilation and/or climate control
  - hygiene
  - emergency
  - standards of personal presentation
  - participant’s clothing and footwear
  - use, care and maintenance of equipment
- precautions to exercise relevant to the older adults in accordance with industry guidelines where applicable
- signs and symptoms of exercise intolerance and appropriate management strategies
- situations where cessation of exercise program is required, this may include but is not limited to:
  - chest pain at rest or during activity
  - severe breathlessness/feeling faint/dizziness/loss of balance
  - unusual fatigue or shortness of breath
  - asthma aggravation/attack
  - significant muscle, bone or joint pain (beyond what is normally expected during exercise)

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    - situation whereby the fitness professional makes a judgement that continuing the session is beyond their professional capabilities and scope of practice, and could potentially compromise client health and safety
- role of medical or allied health professionals for referral processes:
    - accredited exercise physiologist
    - accredited practising dietician
    - chiropractor
    - continence nurse advisor
    - general practitioner
    - occupational therapist
    - osteopath
    - physiotherapist
    - podiatrist
    - psychologist
    - remedial massage therapist
    - sports doctor
- typical anatomical and physiological considerations for older adults
- common barrier to exercise participation:
    - perceived versus actual barriers
    - initial low fitness level
    - time and access to facilities
    - self-consciousness in client
- methods to overcome barriers to exercise adherence:
    - goal setting
    - feedback
    - healthy habits
- health-related components of fitness:
    - body composition
    - flexibility
    - muscle strength
    - muscle endurance
    - cardiovascular endurance
- awareness of major types of injuries or conditions that may present in older clients that may require referral to a relevant medical or appropriate allied health professional:
    - sprains
    - musculoskeletal
    - cardiovascular
    - respiratory
    - other
- importance of strength and balance training in falls prevention

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- exercise considerations in regards to the following components of ageing process, injuries and conditions:
  - physiological
  - biomechanical
  - psychological
  - behavioural change and social needs
  - lifestyle and cultural
  - general population characteristics
- awareness of the following injury risks or considerations that may be related to older clients:
  - inadequate skill and physical preparation
  - overtraining
  - biomechanics and exercise technique
  - physical and mental preparation
  - poor core and postural awareness
  - fatigue and recovery
  - history of falls
  - incontinence
- benefits of exercise related to older populations:
  - increased muscle mass
  - maintenance of bone health
  - joint health
  - minimising fat levels to prevent disease
  - improved ability to function in everyday tasks and reduced risk of functional decline that is often associated with ageing
  - prevention of chronic disease related to sedentary lifestyles and ageing
  - reduced risk of falls
- concepts of healthy ageing
- risks of leading a sedentary ageing lifestyle:
  - falls
  - low bone density
  - cardiovascular deficiency.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

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- organisational policies and procedures related to older clients
- manufacturer guidelines on equipment safety and usage.

Assessment must ensure use of:

- a variety of equipment appropriate for use by older clients
- industry endorsed risk stratification procedures
- session plan templates with space to identify modifications/adjustments needed
- older clients; these can be:
  - older clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- develop a variety of exercise programs for older clients over a period of time, ensuring adequate time to allow for the implementation of required modifications
- provide advice regarding fitness services and facilities for older clients
- complete and update client records:
  - pre-exercise screening documents
  - program as prescribed
  - modifications
  - client consent
  - copies of any communications.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

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SISFFIT019 Incorporate exercise science principles into fitness programming

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to incorporate an understanding of exercise science principles into fitness instruction, programming and provision of fitness advice.

This unit applies to the use of physiological and mechanical principles in training to improve the health- and skill-related components of fitness of clients who have recently completed industry endorsed pre-exercise screening and risk stratification procedures.

This unit applies to personal trainers who typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

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

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element.
1. Consolidate understanding of exercise science principles.	1.1 Source and access information on exercise science principles relevant to fitness outcomes. 1.2 Discuss/explain how understanding of exercise science principles contribute to safe/optimum technique and skill development. 1.3 Use a wide range of terminology relevant to exercise science principles and fitness outcomes.
2. Apply knowledge to own professional practice.	2.1 Assess ways in which knowledge of exercise science principles may be used, adapted or challenged in instruction and provision of fitness advice. 2.2 Identify current and emerging knowledge of exercise science principles relevant to development of own professional practice. 2.3 Use knowledge of exercise science principles in day-to-day professional practice. 2.4 Modify approach to fitness programming activities and advice as required.
3. Maintain and update knowledge of exercise science principles.	3.1 Identify and use opportunities to update and expand own knowledge of exercise science principles. 3.2 Monitor response to changes made to own professional practice or instruction. 3.3 Continue to adjust own practice to optimise results.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• provide clients with information related to exercise in a manner which they can understand and implement to their exercise sessions.
Numeracy skills to:	• calculate forces and implement basic biomechanical concepts and mathematical equations • interpret how equipment and body position can be changed to alter the forces applied to the body.
Learning skills to:	• ensure application of up-to-date exercise science principles.
Problem-solving skills to:	• accommodate the changing anatomical and physiological responses of the body to exercise programming and

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	instruction • determine how equipment and body position can be changed to alter the forces applied to the body.
Planning and organising skills to:	• develop exercise programs that incorporate complex understanding of the anatomical and physiological adaptations that occur from different types of exercise.

Unit Mapping Information

SISFFIT419A Apply exercise science principles to planning exercise

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT019 Incorporate exercise science principles into fitness programming

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. This must include period(s) totalling at least five hours comprising at least five different client contact sessions in a mixture of controlled and uncontrolled environments, and:

- effectively use knowledge of exercise science principles to improve own instructional practice to plan and instruct at least five different client sessions
- conduct sessions that individually or cumulatively incorporate:
  - a variety of exercises which are targeted at health- and skill-related components of fitness, for achieving improvements and adaptations in:
    - muscle contractility and force
    - bone strength
    - nervous system activation
    - submaximal and resting heart rates
    - cardiovascular system adaptations
  - variations of exercise
  - with and without equipment
  - exercises to change:
    - joint action
    - stabilisation of the body
    - forces which act on the body during exercise
  - variations in the contribution of energy from three different energy systems
  - consideration of:
    - musculoskeletal anatomy and physiology
    - mechanical principles
    - physiology concepts.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures in relation to:
  - work health and safety/occupational health and safety

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  - confidentiality of client information
  - ethical considerations
- industry endorsed client pre-exercise health screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements
- the physiology related to achieving improvements in the following health-related components of fitness:
  - body composition
  - flexibility
  - muscle strength
  - muscle endurance
  - cardiorespiratory endurance
- the physiology related to achieving improvements in the following skill-related components of fitness:
  - balance
  - agility
  - power
  - speed
  - reaction time
  - coordination
  - proprioception
- musculoskeletal anatomy and physiology related to achieving improvements in fitness:
  - structure and function of the skeleton
  - joints in the skeleton
  - cellular structure of muscle fibres
  - sliding filament theory
  - effects of different types of exercises on muscle fibre types
  - muscle attachment sites for the major muscles of the body
  - structure, range of motion and function of muscles, muscle groups and directional terms
  - location and function of skeletal muscle involved in physical activity
  - anatomical axis and planes with regard to joint actions and different exercises
  - joint actions brought about by specific muscle group contractions
  - joints/joint structure with regard to range of motion/movement and injury risk
  - joint movement potential and joint actions
  - the specific roles of the nervous system in controlling skeletal muscle:
    - the central nervous system
    - the peripheral nervous system including somatic and autonomic nervous systems
  - nervous control and transmission of a nervous impulse
  - structure and function of a neuron

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  - role of a motor unit
  - function of muscle proprioceptors and the stretch reflect
  - reciprocal inhibition and its relevance to exercise
  - the neuromuscular adaptations associated with exercise training
  - the benefits of improved neuromuscular coordination/efficiency to exercise performance
- concepts and principles of mechanics relevant to fitness:
  - forces which act on the body during exercise
  - common biomechanical terms
  - lever system in the body
  - structure and function of the stabilising ligaments and muscles of the spine
  - the local muscle changes that can take place due to insufficient stabilisation
  - the potential effects of poor posture on movement efficiency
  - the potential problems that can occur as a result of postural deviations
  - the benefits, risks and applications of the following types of stretching: static (passive and active) and dynamic
  - proprioceptive neuromuscular facilitation (PNF)
  - different exercises that can improve posture
- concepts and principles of the physiology of the body in relation to fitness:
  - the function of heart valves
  - coronary circulation
  - short and long term effects of exercise on blood pressure
  - the effects of exercise on bones and joints including the significance of weight bearing exercise
  - delayed onset muscle soreness (DOMS)
  - exercises or techniques likely to cause delayed onset muscle soreness
  - the short and long term effects of different types of exercise on muscle
  - the benefits and limitations of different methods of monitoring exercise intensity including: talk test, rate of perceived exertion
  - heart rate monitoring and the use of different hear t rate zones
  - physiological responses to physical activity in various environmental conditions
- the expected physiological responses, and appropriate action, to:
  - a single bout of exercise
  - physical activity in various environmental conditions
  - long term exercise programs
- scope of practice for a personal trainer.

Assessment Conditions

Skills must be demonstrated in:

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- a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

- current industry endorsed best practice for client pre-exercise health screening and risk stratification
- organisational policies and procedures relevant to incorporating exercise science principles into fitness programming.

Assessment must ensure use of:

- informed consent forms
- client record forms
- planning and evaluation documentation with inclusion of identified improvements to professional practice
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- demonstrate ability to incorporate exercise science principles into the instruction of sessions catering for:
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT031 Implement injury prevention strategies

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to incorporate an understanding of injury prevention into fitness instruction, programming and provision of fitness advice. It involves the application of foundation knowledge and skills to support the encouragement of healthy posture, effective movement patterns and safe exercise technique.

This unit requires the ability to screen the injury risk of clients who have a history of current and/or recurrent injury, within the scope of practice as part of or following industry endorsed pre-exercise screening and risk stratification protocols.

It applies to advanced personal trainers who analyse the risk of injury, re-injury or development of avoidable injury complications as well as client response to injury prevention in consultation with relevant medical or allied health professionals. Advanced personal trainers typically work autonomously in controlled and uncontrolled fitness environments. Work is performed according to relevant legislation and organisational policies and procedures.

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

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

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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. Consolidate understanding of injury prevention.	1.1 Source and access information on injury prevention relevant to prevention of recurrence or development of secondary injuries. 1.2 Source and analyse data on common injuries for clients using fitness services. 1.3 Use knowledge of injury prevention strategies in day-to-day professional practice. 1.4 Discuss/explain how understanding of injury prevention strategies contribute to safe/optimum technique and skill development. 1.5 Use a wide range of terminology relevant to injury prevention and fitness outcomes.
2. Analyse client risk of injury.	2.1 Conduct pre-exercise screening using industry endorsed screening protocols. 2.2 Review client history of injury, fitness level and risk factors that may lead to injury or complications for specific fitness activities. 2.3 Observe and analyse client movement and exercise capacity against accepted movement analysis and exercise technique standards. 2.4 Determine need for further functional evaluation and refer client to appropriate allied health professional as required.
3. Develop and implement injury prevention strategies.	3.1 Analyse various exercises, exercise techniques and fitness activities in relation to injury risk. 3.2 Develop injury prevention strategies in consultation with client, and appropriate allied health professional as required. 3.3 Explain injury prevention strategies to client. 3.4 Use preventative strategies in fitness instruction, programming and provision of advice to minimise likelihood of client injury. 3.5 Monitor client progress and seek guidance from, or provide feedback to, allied health professional as required. 3.6 Adjust preventative measures and interventions in response to ongoing client monitoring. 3.7 Maintain client records of injury prevention strategies.

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4. Update knowledge of injury trends and prevention.	4.1 Evaluate own professional performance and identify potential improvements for future implementation of injury prevention strategies. 4.2 Identify and use opportunities to update and expand own knowledge of injury trends, preventative measures and interventions. 4.3 Monitor response to changes made to own professional practice or instruction. 4.4 Continue to adjust own practice to optimise results.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• source and comprehend often complex injury prevention information and evidence-based research • interpret pre-exercise screening and fitness appraisal information.
Writing skills to:	• develop detailed client profiles and training records pertaining to prevention strategies and guidance received from medical or allied health professionals.
Oral communication skills to:	• use open and closed probe questioning techniques to: • determine client history of injury, fitness level and risk factors.
Teamwork skills to:	• collaborate with various professionals and client in order to establish and follow through with the most appropriate injury prevention strategies for the client, if required.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISFFIT031 Implement injury prevention strategies

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. This must include period(s) totalling at least fifteen hours comprising at least ten different client contact sessions, and:

- effectively use knowledge to improve own professional practice for injury screening, developing and monitoring injury prevention strategies in at least five different client sessions
- conduct sessions that individually or cumulatively incorporate:
  - pre-exercise screening using industry endorsed protocols, including:
    - history of injuries
    - current function at past injury sites
    - industry endorsed risk stratification
  - observation and analysis of the following using at least three functional movements for each client in line with accepted movement and technique standards:
    - functional movement capacity for at least five clients using exercise observation in all of the following movement patterns and scenarios:
      - push
      - pull
      - squat
      - lunge
      - rotate
      - overhead press
      - overhead pull
      - with and without equipment
      - loaded and unloaded
  - records of gait observation for at least three clients:
    - view:
      - anterior
      - posterior
      - lateral
    - gait cycle:
      - stance phase

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    - swing phase
    - flight phase
    - double stance phase
  - evaluation:
    - ankle
    - foot
    - tibia
    - knee
    - pelvis
    - trunk
    - head
    - arm
  - foot cycle:
    - foot strike
    - mid–stance
    - toe off
  - evaluation of:
    - sequence of movement at each joint
    - sequence of muscle actions
    - efficiency of movement
- evidence-based injury prevention strategies supported by relevant research regarding the cause and prevalence of commonly occurring injuries:
  - incidence
  - severity
  - prevalence
  - cause
  - type of injuries
- implementation of at least three injury prevention measures for each client, involving:
  - screening
  - protective equipment
  - hydration and healthy eating
  - pre-exercise, warm-up and stretching
  - neural stretching
  - recovery strategies and physical conditioning
  - frequency and duration of participation
  - correction of technique
  - checking for adequate rehabilitation following injury
  - appropriate management of risk factors that may predispose the client to further injury

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- staff training about risks, referral and appropriate exercise programming for specific populations
- collaboration with medical or allied health professional, stakeholders and clients to develop, implement and monitor injury prevention and management strategies.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and regulatory requirements:
  - appropriate collection and storage of client information
  - application of legal and ethical limitations of own role
  - work health and safety/occupational health and safety
  - equipment safety standards
- defined roles and responsibilities of the advanced personal trainer and their ethical and legal limitations in implementing injury prevention and management strategies
- risk factors associated with a range of injuries:
  - personal and internal factors
  - past injury to an area
  - biomechanics
  - exercise technique
  - extrinsic factors
  - equipment used
  - gender
  - age – growing as well as ageing bodies
  - training load (acute and cumulative)
  - fitness level
  - posture
  - trainer/instructor knowledge and skill
- basic principles of biomechanics to enable the application of appropriate techniques and strategies to minimise injuries for specific fitness activities
- correct execution and teaching points for the following primal functional movement patterns and the implications of results in regards to injury prevention strategies:
  - push
  - pull
  - squat
  - lunge
  - rotate
  - overhead press
  - overhead pull

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- pathology of common injury for specific activities, and injury response and the phases of healing and repair:
  - primary or secondary
  - direct or indirect
  - acute or overuse
  - musculoskeletal
- anatomy of the musculoskeletal system and its supporting systems to enable the design of appropriate programs
- function of the neuromuscular system to enable design of appropriate programs
- range of motion and stretching techniques to enable inclusion of exercise variables to suit client functional capacity
- role of exercise and fitness in the prevention, management and rehabilitation of common exercise related injuries and falls prevention
- appropriate measures for joint mobility:
  - visual observation
  - use of appropriate equipment
  - joint specific range of movement
  - tests for specific joints
  - segmental mobility of vertebral section
  - active range
  - functional range
  - hypo or hypermobile joints
  - contralateral
  - symptoms
- common types of re-occurring injuries:
  - sprains
  - strains
  - primary or secondary
  - direct or indirect
  - acute or overuse
  - musculoskeletal
- appropriate tests for muscular strength:
  - relative strength
  - muscular endurance including functional endurance
  - primal functional movement patterns and muscle activation for muscle groups used:
    - push
    - pull
    - squat
    - lunge
    - rotate
    - overhead press

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    - overhead pull
- functional anatomy of joints:
    - glenohumeral:
        - bones
        - ligaments
        - related structures
        - muscles acting on the joint
    - elbow:
        - bones
        - ligaments
        - related structures
        - muscles acting on the joint
    - lumbo–sacral:
        - bones
        - ligaments
        - muscles acting on the joint
    - intervertebral:
        - bones
        - ligaments
        - muscles acting on the joint
    - hip (coxal):
        - bones
        - ligaments
        - muscles acting on the joint
    - knee (tibiofemoral and or patellofemoral):
        - bones
        - ligaments
        - related structures
        - muscles acting on the joint
    - ankle (talocrucal):
        - bones
        - ligaments
        - related structures
        - muscles acting on the joint
- bony landmarks:
    - mastoid process
    - spinous process of the vertebrae
    - spine of the scapula
    - inferior angle of the scapula
    - acromion process

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  - coracoid process
  - xiphoid process
  - lateral epicondyle of humerus
  - head of the radius
  - styloid process
  - olecranon process
  - umbilicus
  - anterior superior iliac spine
  - posterior superior iliac spine
  - iliac crest
  - ischial tuberosity
  - greater trochanter
  - lateral femoral condyle
  - medial epicondyle
  - lateral epicondyle
  - superior border of the patella
  - inferior border of the patella
  - lateral malleolus
  - medial malleolus
  - calcaneus
- factors affecting movement patterns and exercise performance, including deviations in posture or functional limitations at commencement, during, at completion of exercise or movement:
  - asymmetrical muscle tone
  - range of movement and mobility of major joint complexes
  - spinal curvature – lordosis, kyphosis, scoliosis
  - scapula setting:
    - winging of scapula
    - anterior tipping/tilting
    - upward/downward rotation
  - pelvis position:
    - anterior/posterior
    - rotation
  - knee alignment:
    - varus/valgus
  - foot alignment:
    - internal/external rotation
    - pronation/supination
  - forward head
  - stability of major joint complexes

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  - muscle strength and activation
  - neuromuscular control
  - sitting/standing/supine positions
- processes for, and reasons for referral to appropriate medical or allied health professionals:
  - pain upon presentation to initial session/induction
  - history of uncontrolled/unresolved pain
  - pain during movement or exercise
  - static postural deviations
  - an inability to correct static or dynamic posture
  - restricted joint range of movement, strength imbalance or balance, stability or coordination concern that is limiting function
  - a diagnosed muscle, bone or joint problem with medical or allied health advice that the problem could be made worse by participating in physical activity/exercise
  - client history of an injury that has resulted in residual functional limitation
- industry endorsed scope of practice.

Assessment Conditions

Skills must be demonstrated in:

a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals.

Assessment must ensure access to:

- anatomical and physiological information and resources related to injury prevention
- anatomical models or images
- legislation and organisational policies and procedures in relation to injury prevention strategies.

Assessment must ensure use of:

- planning and evaluation templates with space to identify improvements to professional practice
- client record forms
- fitness industry standard equipment suitable for analysing client risk of injury and conducting range of movement tests
- industry endorsed client pre-exercise health screening and risk stratification tools
- at least four of the following postural screening equipment:
  - plumb line
  - grid
  - photographic technology

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  - video analysis
  - tape measure
  - goniometer
  - flexometer
  - plurimeter
  - pressure biofeedback unit
- medical or allied health professionals for referral processes; these can be:
  - medical or allied health professionals in the workplace, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a workplace or training organisation
- clients; these can be:
  - clients in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- demonstrate ability to incorporate injury prevention knowledge into the instruction of sessions, catering for:
  - beginners, intermediate and advanced participants
  - low and high impact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Diploma of Fitness or above; and
- have at least 2 years consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SISFFIT526A Deliver prescribed exercise to clients with musculoskeletal conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to deliver prescribed exercise programs to stable clients with musculoskeletal conditions, in collaboration with medical or allied health professionals.

Application of the Unit

This unit applies to specialised exercise trainers, whose clients have been provided an exercise prescription from an accredited exercise physiologist or relevant medical or allied health professional.

The specialised exercise trainer applies the understanding and skills to deliver the program and modify the program in terms of frequency, mode, intensity and volume to accommodate the progression of the client within the parameters prescribed by the accredited exercise physiologist or relevant medical or allied health professional.

They apply self directed application of knowledge and skills related to musculoskeletal conditions, and exercise judgment in delivering the prescribed exercise. The specialised exercise trainer demonstrates the ability to analyse the clients responses to exercise and where appropriate consult with the accredited exercise physiologist or relevant medical or allied health professional.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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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. Consult with referred clients presenting with stable musculoskeletal considerations.	1.1. Receive exercise referral from an accredited exercise physiologist or relevant ***medical or allied health professional***. 1.2. Confirm exercise referral has sufficient detail to allow flexibility for modifications to accommodate progression of the ***client***. 1.3. Become familiar with typical adverse signs and symptoms that may arise during exercise for this pathology. 1.4. Discuss with the client their complete exercise history and their ***musculoskeletal condition*** and record relevant information according to ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Explain the physiology of musculoskeletal considerations and associated ***risk factors*** to the client in simple terms and confirm client understanding. 1.6. Explain to the client the causes and consequences of specific musculoskeletal conditions in the context of their effect on exercise capacity and conditions. 1.7. Explain to the client the role of physical activity in managing musculoskeletal conditions and enhancing health.
2. Deliver prescribed exercise programs.	2.1. Undertake appropriate ***fitness assessments*** as required. 2.2. Work with ***medical or allied health professional*** to deliver an exercise plan in accordance with recognised exercise recommendations, fitness test results, client limitations, and potential interactions of medications.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Explain to the client the role of ***muscular conditioning***, and the reasons for their inclusion as part of the client's exercise prescription. 2.4. Explain to the client the exercise variables to be delivered in the context of managing their specific musculoskeletal conditions. 2.5. Apply ***instructional techniques*** to ensure safe and appropriate application of the ***exercise program*** by the client. 2.6. Demonstrate the safe and appropriate use of selected ***exercise equipment*** and report or address any unsafe equipment according to organisational policies and procedures.
3. Monitor and review clients responses to the prescribed exercise program	3.1. Monitor perceived exercise intensity and make adjustment as required. 3.2. Assess the client's performance and explain and correct any unsafe exercise procedures. 3.3. ***Monitor client responses*** for any typical signs and ***symptoms requiring intervention*** that may occur during exercise. 3.4. Recognise ***signs of an unstable condition*** and refer the client back to an appropriate ***medical or allied health professional***. 3.5. Report outcomes to referral source as well as client. 3.6. Discuss the information obtained through observation of the client's static and dynamic ***posture*** with the referring accredited exercise physiologist, or relevant medical or allied health professional to deliver an exercise program to reduce the progression of ***postural variances*** and to minimise the risk of injury during fitness activities.
4. Apply extensive knowledge of musculoskeletal anatomy and physiology to the delivery of exercise for moderate risk clients.	4.1. Identify major bones, joints and their related connective tissue structures, and the major muscles acting on these joints when delivering exercise programs for clients. 4.2. Identify and describe to clients the ***functional anatomy of the major joints*** when delivering rehabilitation exercise programs for clients with musculoskeletal conditions. 4.3. Apply knowledge of the structure and function of the ***musculoskeletal system*** and basic biomechanics to posture, functional stability and locomotion when delivering exercise programs for ***moderate risk***

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ELEMENT	PERFORMANCE CRITERIA
	clients.
	4.4. Apply an understanding of the fundamental structural and functional differences affecting the mobility and stability of the pectoral girdle, pelvic girdle and vertebral column when undertaking screening and programming for clients with postural concerns.
	4.5. Apply the structural adaptations of musculoskeletal tissue in response to exercise, mechanical stress and disease to exercise programming for moderate risk clients.
	4.6. Explain to clients the process of bone remodelling and muscle tissue repair in response to injury when dealing with musculoskeletal conditions.
	4.7. Describe the effects of ageing and inactivity on musculoskeletal tissue and apply to exercise delivery to clients.
	4.8. Apply the effect of individual structural differences on exercise performance to the delivery of exercise programs for moderate risk clients.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to elicit and convey information to clients with musculoskeletal conditions to enable the delivery and modification of appropriate and effective exercise prescription
- problem-solving skills to;
  - identify adverse signs and symptoms requiring intervention and
  - unsafe exercise performance
  - recommend appropriate changes in consultation with an appropriate medical or allied health professional
- team work skills to work collaboratively with medical or allied health professionals according to legal and ethical considerations
- analytical skills to interpret information on the health and functional status of clients with musculoskeletal conditions in terms of their medical conditions, risk factors, medical treatments and exercise history
- decision making skills to determine appropriate instructional techniques
- literacy skills to accurately document and report on client progress.

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Required knowledge

- anatomy of the musculoskeletal system and its supporting systems
- function of the musculoskeletal systems to enable design of appropriate programs
- the pathology of musculoskeletal conditions and considerations in relation to the conditions of the client
- directional and movement terminology to enable effective communication with medical or allied health professionals
- range of motion and stretching techniques to enable the inclusion of exercise variables to suit client's functional capacity
- structural and physiological changes consistent with the pathology of disease states or conditions affecting the musculoskeletal system
- risk factors and contraindications associated with musculoskeletal conditions to enable the provision, monitoring and adjustment of safe and effective exercise
- effect of musculoskeletal conditions on the acute response to exercise to enable assessment of the individual's functional capacity when developing exercises
- categories of medications used to manage musculoskeletal conditions such as nonsteroidal anti-inflammatory drugs (NSAIDs) and their effects on the condition
- medical and anatomical terminology to interpret referrals from medical or allied health professionals
- relevant legislation and organisational policies and procedures to maintain the safety of clients and the confidentiality of client information
- causes and consequences of specific musculoskeletal considerations in the context of their effect on exercise capacity
- principles of biomechanics to enable the application of appropriate exercise techniques for specific fitness activities
- the role of physical activity in managing musculoskeletal conditions and enhancing health
- use, care and maintenance of facility equipment to maintain safety of clients and other facility users.

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: • communicates effectively with accredited exercise physiologist or relevant medical or allied health professional regarding health and functional status of

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	the referred client • effective communication skills to discuss aspects of exercise prescription with clients • when appropriate, react to adverse events to deal with exercise program problems and issues • ability to correctly interpret the exercise prescription and make modifications consistent with prescribed parameters and scope of practice • safely and effectively delivers exercise for referred clients with musculoskeletal conditions and recommends appropriate alterations according to client's physical and motivational responses • monitors and maintains the safety of clients, exercise equipment and the exercise setting and applies effective contingency management techniques to deal with problems and issues that may arise during the exercise program • applies all relevant legal and ethical requirements when discussing and recording client information • demonstrates appropriate manner, empathy and patience when working with clients
Context of and specific resources for assessment	Assessment must ensure demonstration of skills over a period of time within a facility where a variety of exercise modes and equipment are available to support effective musculoskeletal exercise. Assessment must also ensure access to: • facility where a variety of exercise modes and equipment are available, such as exercise machines, weight machines, exercise mats and adequate floor space • a range of clients with real or simulated musculoskeletal conditions from a range of ages • a range of real or simulated medical or allied health professionals referrals for a range of clients with musculoskeletal conditions and risk factors • demonstration of skills on sufficient occasions to determine competence in interpreting relevant information and delivering the prescribed exercise program for a range of clients with a range of musculoskeletal conditions • relevant documentation such as client record forms.

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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 consulting with clients and adjusting standard exercise prescriptions in consultation with an appropriate medical or allied health professional, to account for a range of musculoskeletal conditions and risk factors to focus on functional capacity and health rather than physical fitness
- observation of dealing effectively with a range of contingencies such as real or simulated client injuries or inability to complete the exercise prescription
- oral and or written questioning to assess knowledge of the physiology of musculoskeletal conditions, medications and associated risk factors
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISFFIT523A Deliver prescribed exercise to clients with cardiorespiratory conditions

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.

Medical or allied health professional may include:

- sports physician
- sports doctor
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician

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	• psychologist • aboriginal health worker • diabetes educator.
Client may include:	• aged • sedentary • overweight • presenting with additional medical or psychological conditions (including trauma) • athletes.
Relevant legislation may include:	• Occupational Health and Safety • duty of care • privacy • codes of practice • fair trading.
Organisational policies and procedures may include:	• Occupational Health and Safety • emergency procedures • risk management • use of client record systems • collection and use of client information • equipment use and maintenance • client supervision • incident reporting • client screening procedures • client referral procedures.
Risk factors may include:	• family history • obesity • joint trauma and injury • menopause in females • repetitive occupational use • physical inactivity • eating disorders • low body weight and calcium intake • smoking.
Fitness assessment may include:	• cardiovascular response to exercise • range of movement • strength • girth measurements. • posture.
Muscular conditioning may include:	• muscular strength • muscular power • muscular endurance.

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Instructional techniques may include:	• establishing rapport • instructional position • demonstration and motivational strategies • positive feedback.
Exercise program may include:	• exercise selection, sequence and variety • logical progression • warm-up and cool-down • stretching.
Exercise equipment may include:	• cardiovascular equipment • resistance training machines: • hydraulic machines • aquatic equipment • resistance bands • free weights.
Monitor client responses may include:	• rating of perceived exertion (RPE) • heart rate measures • 'talk test' • possible fluctuations in blood glucose levels and dehydration.
Symptoms requiring interjection may include:	• shortness of breath at rest or with mild exertion • dizziness or syncope • orthopnea or paroxysmal nocturnal dyspnea • palpitations or tachycardia • intermittent claudication • unusual fatigue or shortness of breath with usual activities • illness or sickness • lack of functional strength • neck soreness or strain • pain on movement of any body part.
Procedures to respond to symptoms requiring interjection include:	• cessation and modification of activity • first aid • emergency medical assistance • referral.
Signs of unstable condition may include:	• fatigue and weakness • cardiac pain • breathlessness • oedema • palpitations • claudication pain • dizziness.

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Posture may include:	• static
	• dynamic
	• standing
	• sitting
	• supine
	• specific observations of standing posture:
	  • head and neck
	  • thoracic spine
	  • rib cage
	  • shoulder position
	  • scapula position
	  • elbow position
	  • lumbar spine
	  • pelvis
	  • abdominals
	  • femur
	  • knee
	  • patella
	  • foot position.

Postural variances may include:	• structural • functional • kyphosis • rounded shoulders • winging of scapula • scoliosis • increased lordosis • decreased lordosis • excessive posterior pelvic tilt • excessive anterior pelvic tilt • genu varum • genu valgum • increased pronation of foot and or ankle complex • increased supination of foot and or ankle complex • hyperextension of knees • lateral tilt of pelvis • lateral tilt of head.
Functional anatomy of the joints may include:	• glenohumeral • bones: • humerus

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- scapula
- clavicle
- ligaments:
  - corocohumeral
  - corococlavicular
  - glenohumeral
  - transverse humeral
- related structures:
  - subscapular bursa
  - subacromial bursa
  - subdeltoid bursa
  - subcorocoid bursa
  - muscles acting on the joint
- elbow
- bones:
  - humerus
  - ulna
  - radius
- ligaments:
  - ulnar collateral
  - radial collateral
- related structures:
  - olecranon bursa
- muscles acting on the joint
- lumbo-sacral:
  - bones
  - 5th lumbar vertebrae
  - 1st vertebrae of sacrum
  - ligaments
  - muscles acting on the joint
- intervertebral:
  - bones
  - vertebral bodies:
    - ligaments
- muscles acting on the joint
- hip (coxal)
- bones:
  - femur
  - hip:
  - ligaments:

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        - pubofemoral
        - iliofemoral
        - ischiofemoral
        - *transverse ligament of acetabulum*
        - *ligament of head of femur*
      - muscles acting on the joint
    - knee (tibiofemoral and or patellofemoral)
    - bones:
      - tibia
      - femur
      - patella
      - ligaments:
        - patella
        - oblique popliteal
        - arcuate popliteal
        - tibial collateral
        - fibular collateral
        - posterior cruciate
      - related structures:
        - tendons of the quadriceps femoris and facia latae
        - medial meniscus
        - lateral meniscus
        - prepatellar bursa
        - intrapatellar bursa
        - suprapatellar bursa
      - muscles acting on the joint
    - ankle (talocrucal):
      - bones:
        - talus
        - tibia
        - fibula
      - ligaments:
        - deltoid
        - anterior talofibial
        - posterior talofibial
        - calcaneofibular
      - related structures:
        - achilles tendon
    - muscles acting on the joint

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Major joints may include:

- intervertebral
- glenohumeral
- elbow
- radiocarpal
- sacroiliac
- hip (coxal)
- tibiofemoral
- patello-femoral
- ankle.

Joint movement may include:

- flexion
- extension
- dorsiflexion
- plantar flexion
- horizontal flexion
- horizontal extension
- abduction
- adduction
- circumduction
- rotation
- supination
- pronation
- inversion
- eversion
- protraction
- retraction
- elevation
- depression.

Muscles may include:

- erector spinae
- trapezius
- rectus abdominis
- internal obliques
- external obliques
- multifidus
- quadratus lumborum
- iliopsoas
- latissimus dorsi
- rhomboid major
- rhomboid minor
- pectoralis major
- pectoralis minor
- serratus anterior
- levator scapulae

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- teres major
- teres minor
- subscapularis
- supraspinatus
- infraspinatus
- gluteus maximus
- gluteus medius
- gluteus minimus
- pelvic floor
- iliotibial tract
- tensor fascia latae
- piriformis
- rectus femoris
- vastus lateralis
- vastus medialis
- vastus intermedius
- sartorius
- biceps femoris
- semitendinosus
- semimembranosus
- gastrocnemius
- soleus
- tibialis anterior
- adductor magnus
- adductor longus
- gracilis
- sartorius.

Musculoskeletal conditions may include:

- ostoepaenia
- sub acute soft tissue injury and or sprain and or strain
- osteoporosis
- epicondylitis
- tendonitis
- osteoarthritis
- repetitive strain injuries

Musculo-skeletal system may include:

- functions
- types of bones:
  - long
  - short
  - flat
  - irregular
- growth and development of long bones

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- structure of long bones
- classification of joints:
  - fibrous
  - cartilagenous
- synovial structure of a synovial joint:
  - bones
  - articular or hyaline cartilage
  - joint capsule
  - joint cavity
  - ligaments
  - synovial membrane
  - synovial fluid
  - bursae
  - meniscus
- connective tissue:
  - fascia
  - tendons
  - ligaments
- muscular system
- function of muscle tissue
- properties of muscle tissue:
  - excitability
  - contractility
  - extensibility
  - elasticity
- types of muscles:
  - smooth
  - cardiac
  - skeletal
- structure of skeletal muscle tissue:
  - muscle belly
  - tendon
  - fascicle
  - muscle fibre
  - myofibril
  - microscopic anatomy:
    - sarcomere
    - filaments
    - actin
    - myosin

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- tropomyosin
- troponin
- sarcolemma
- sarcoplasm
- sarcoplasmic reticulum
- T-tubules
- Z lines
- A band
- I band

- muscle contraction:
  - sliding filament theory
  - length-tension relationship
- attachments:
  - origin
  - insertion
- role of muscle contraction:
  - agonist
  - antagonist
  - fixator
  - synergist
- skeletal muscle fibre types:
  - slow twitch oxidative
  - fast twitch oxidative-glycolytic
  - fast twitch glycolytic
  - distribution and recruitment of different fibre types
- physiological adaptations due to training:
  - hypertrophy
  - increased strength
  - increased extensibility
- muscle actions of major muscles.

Moderate risk client may include:

- chronic disease state
- medical condition or injury
- under prescribed medication
- symptoms of cardiorespiratory disease
- moderate or high risk as identified by medical or allied health professional
- aged and sedentary
- musculoskeletal moderate risk includes:
  - history of injury to back or neck or joints or

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muscles of arms and legs requiring assessment and or treatment by a medical or allied health professional but is now fully resolved
- previous surgery to back or neck or joints or muscles of arms and legs
- recurrent injury
- injury to musculoskeletal system in the past 8 weeks even if it has resolved
- recent low level of physical activity
- hyper mobile

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISSSCO307 Provide nutrition information to athletes

Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	Replaces and is equivalent to SISSCGP309A Develop nutritional strategies. Updated and equivalent. Updated to reflect current industry dietary nutrition guidelines. Title change. No changes to competency outcome. Unit re-categorised from Coaching General Principles to Sport Coaching to better reflect the intent of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to enable coaches to provide information to support their athletes to apply the principles and practices of nutrition to achieve peak performance in the relevant sporting activity.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport and recreation environment. It applies to personnel who are responsible for coaching athletes in a sport-specific training or competition setting.

Licensing/Regulatory Information

No licensing, 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.

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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. Analyse information.	1.1 Collect and analyse relevant and current information from a range of ***sources*** in relation to the ***principles of sports nutrition for training and performance.***
	1.2 Identify ***support personnel*** and ***resources*** available to assist ***athletes*** with nutritional issues.
	1.3 Assess athlete's information needs in relation to nutrition for peak performance in relevant sporting activity.
	1.4 Assess athlete's information needs in relation to nutrition for peak performance in relevant sporting activity.
2. Liaise with nutritional support personnel.	2.1 Select appropriate support personnel to assist athletes.
	2.2 Consult with sports nutritional personnel to identify the specific ***nutritional requirements*** for training and performance in the sporting activity.
	2.3 Identify ***nutritional practices*** to enhance peak performance in the sporting activity.
	2.4 Confirm scope of authority with key personnel in relation to role within sport structure.
3. Provide information to athletes.	3.1 Assess nutrition needs and preferences of athletes in relation to sporting activity.
	3.2 Inform athletes of the nutritional requirements for peak performance in the relevant sporting activity.
	3.3 Present information to athletes in a style appropriate to the needs of the athletes and the coaching setting.
	3.4 Use appropriate activities and learning experiences to deliver information.
	3.5 Check understanding of athletes regarding nutritional requirements for peak sporting performance using appropriate ***approaches*** and encourage athletes to clarify information.
	3.6 Encourage athletes to seek advice and support from identified nutritional support personnel.
4. Assist athletes to implement	4.1 Select implementation ***strategies*** to enhance peak performance in the sporting activity in consultation with the athlete and

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nutritional practices.	nutritional support personnel. 4.2 Assist and support athletes to implement selected strategies in training and competition according to organisational policies and procedures. 4.3 Monitor implementation of nutritional practices during training or competition according to organisational policies and procedures. 4.4 Identify ***symptoms*** associated with eating disorders and refer athletes to sports physician or accredited sports dietitian. 4.5 Refer athletes who have symptoms of ***nutritional deficiencies and eating disorders*** to nutritional support personnel for treatment.
5. Evaluate the effect of nutritional practices on the performance of athletes.	5.1 Analyse the performance of athletes in competition situations. 5.2 Review effectiveness of strategies in consultation with athletes and support staff and make adjustments where required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with athletes and support personnel
  - access, analyse and convey information about the principles and practices of nutrition for training and peak performance to athletes
  - negotiate appropriate strategies to enhance peak performance with athletes and seek feedback on their effectiveness
- language and literacy skills to access and interpret information on the principles of nutrition for peak performance relevant to the appropriate sport
- problem solving skills to:
  - assess effectiveness of nutritional practices to enhance performance and to modify accordingly
  - recognise nutritional issues and refer these to appropriate support personnel.

Required knowledge

- nutrition guidelines to enable the provision of accurate information about the principles and practices of sports nutrition for training and peak performance to athletes
- principles and practices of nutrition for training and peak performance relevant to specific activity or sport to enable appropriate advice and support to be provided to athletes in specific settings

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- appropriate body weight monitoring methods in order to assist athletes to monitor their weight effectively
- principles of safe weight loss and weight gain principles in order to support athletes to adopt nutrition principles maintain an appropriate weight for peak performance
- principles of hydration and fluid replacement practices in order to correctly inform athletes
- organisational policies and procedures to enable athletes to implement strategies regarding nutritional practices in a professional and supported manner
- information sources regarding principles and practices of nutrition for peak performance.

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:

- acquires, selects and adapts information on sports nutrition principles and practices to develop and maintain professional knowledge for own sporting area
- works with support personnel to identify nutritional requirements for sport-specific peak performance and selects and communicates information appropriate to the needs of athletes
- consults with athletes and support personnel to develop, implement and review strategies to enhance peak performance and to support them in a coaching setting
- monitors nutritional practices of athletes and refers issues of nutritional deficiencies to appropriate support personnel
- develops a rapport with athletes and encourages them to clarify information and access supporting resources.

Context of and specific resources for assessment

Assessment must ensure interaction with a range of athletes specific to the candidate's current or intended coaching role to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sport-specific training or competition setting
- athletes and support personnel
- sources of information about nutritional principles and practices for peak performance
- current organisational policies and procedures that

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	impact on implementation of nutritional practices for peak 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 interaction with athletes and support personnel including discussions and implementation of nutritional practices for peak performance • observation of consultation with athletes to review strategies to support them to apply nutritional practices to achieve peak performance • oral or written questioning to assess knowledge of the principles of nutrition for peak performance • third party reports from coaches or other support staff detailing examples of interactions and discussions with athletes and support personnel such as the implementation of strategies to support athletes with nutrition.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. • relevant sport-specific coaching units of competency.

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 may include:	• sporting bodies • sponsors • other coaches • government bodies • support services • multimedia • information kits.
Principles of sports nutrition for training and performance may include:	• the dietary guidelines for Australians • macro- and micro-nutrient intake to enhance training: • eating and drinking before and during exercise

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- recovery nutrition
- managing physique (weight gain or loss)
- hydration and fluid replacement
- body image.

Support personnel may include:

- accredited sports dietician
- psychologist
- sport administrators
- other coaches
- team managers
- sports physician
- sports trainer
- sports doctor
- sports scientists
- parents or guardians.

Resources may include:

- sporting bodies
- sponsors
- coaches
- government bodies
- support services.

Nutrition requirements may include:

- daily nutrient and fluid intake to support health and training demands
- nutrition presentation for competition:
- carbohydrate loading
- pre-event meal
- hydration
- food and fluid intake during the event
- food and fluid intake after the event
- food and fluid intake during travel
- sports foods, dietary supplements and ergogenic aids.

Nutritional practices may include:

- daily intake of a wide and varied diet
- maintenance of an appropriate physique
- nutrient intake prior to and the day of competition
- food and fluid intake during the competition or event
- appropriate use of sports foods and/or ergongenic aids
- food and fluid intake after the competition or event.

Approaches may include:

- discussions
- open questions.

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Strategies may include:	• educational programs • eating plans • intervention strategies • development of ethical codes and policies.
Symptoms may include:	• fatigue • loss of endurance • increase in occurrences of colds and infections • irritability.

Nutritional deficiencies and eating disorders may include:	• vitamin/mineral deficiencies (common: iron, calcium, Vitamin D)
	• chronic dehydration
	• female athlete triad:
	  • low energy availability
	  • menstrual dysfunction
	  • suboptimal bone mineral density
	• anorexia nervosa
	• bulimia nervosa.

Unit Sector(s)

Sport

Competency Field

Sport Coaching

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SISSSPT307A Conduct advanced taping

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to apply taping and bracing techniques including knee joints, Achilles, shoulders and elbows to assist athletes in relation to ongoing injury prevention and post-injury support.

Application of the Unit

This unit applies to personnel working autonomously as sports trainers who are responsible for performing pre- and post-event taping as part of providing injury prevention and treatment for athletes, and providing treatment to assist with injury rehabilitation in a sport-specific training or competition setting such as on the playing field, court, change rooms, open or enclosed areas at sporting events, accommodation venues or in transit.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for taping.	1.1. Identify the ***purpose for taping***. 1.2. Consult with athletes to identify ***contraindications and precautions*** for taping according to ***organisational policies and procedures*** and ***relevant legislation***. 1.3. Refer the ***athlete*** to appropriate personnel in the ***medical support team*** or a ***health care professional*** as required. 1.4. Explain ***aims and objectives*** of the taping or bracing technique to athletes. 1.5. Explain ***pre-taping requirements*** to athletes. 1.6. Select ***appropriate tape*** and ***associated products*** for taping and or bracing of relevant area. 1.7. Position the athlete for effective taping according to organisational policies and procedures.
2. Apply taping techniques.	2.1. Apply ***techniques for taping or bracing*** of ***relevant joints*** to prevent injury and or provide post-injury support according to ***basic principles of biomechanics***. 2.2. Apply tape adherent where additional adherence is required. 2.3. Apply a ***barrier*** where the athlete is allergic to adherent. 2.4. Check circulation around taped area. 2.5. Seek ***feedback*** from athlete and adjust taping where appropriate.
3. Remove tape.	3.1. Remove tape using appropriate ***equipment*** and techniques. 3.2. Apply tape remover sprays or solutions as required.
4. Implement self-care.	4.1. Apply ***ergonomic practices*** to taping according to organisational policies and procedures. 4.2. Adopt ***self-care protocols*** according to organisational policies and procedures and relevant legislation.
5. Evaluate the taping.	5.1. Seek and acknowledge feedback from athletes and relevant personnel on the effectiveness of the taping. 5.2. Identify areas where taping techniques could be improved and ways of obtaining this improvement.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with athletes to establish the presence of contraindications
  - refer areas beyond own responsibility to appropriate medical personnel
  - convey information to athletes about taping and or bracing objectives and techniques
- problem-solving skills to:
  - select and apply appropriate taping techniques for relevant area
  - determine situations requiring attention from a medical support team or health professional
- self-management skills to review effectiveness of taping in achieving initial aims and objectives of taping.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all activities
- principles of biomechanics as they relate to taping and or bracing to enable understanding of human movement and the impact of injury
- anatomy and physiology of elbow, knee, Achilles and Acromioclavicular (AC) joint and their relationship to other body systems to enable understanding of human performance in a sport or physical activity
- contraindications and precautions for taping or bracing to ensure effective prevention or management of injury
- types and qualities of tapes and their uses for different joints to enable joints to be taped effectively
- principles of taping and bracing techniques to enable treatment to be carried out safely and effectively.

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

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • communicates effectively with athletes to determine contraindications to taping and or bracing, clearly convey information about the purpose and process of taping and refer athlete to medical personnel as appropriate • selects and safely applies appropriate taping and bracing techniques which includes elbows, shoulders, achilles and knees and removes tape effectively with minimum discomfort to the athlete • completes taping activities within organisational safety systems and implements self care protocols.
Context of and specific resources for assessment	Assessment must ensure completion of multiple taping of elbows, shoulders and knees to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a sporting environment appropriate to taping • facilities for taping requirements • athletes participating in sport or physical activity • taping equipment and products.
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 applying appropriate taping techniques to relevant areas • observation of interaction with athletes, including eliciting information about contraindications and previous injuries and dealing appropriately with contingencies • oral or written questioning to assess knowledge of the relationship of the musculoskeletal system to correct taping techniques • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSSPT305A Support sports injury management.

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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.

Purpose for taping may include:	• injury prevention • post injury management.
Contraindications and precautions for taping may include:	• diabetes • pain • elevated body temperature • swelling and inflammation • circulatory dysfunction • infection • allergic reaction to taping materials • cuts or wounds • previous injury.
Organisational policies and procedures may include:	• occupational health and safety • ***collecting health information from athletes*** • ***privacy*** • Code of Ethics • Code of Conduct • sports taping guidelines.
Relevant legislation may include:	• occupational health and safety • duty of care.
Athletes may include:	• beginner through to high performance level competitors • athletes under 16 years of age who require parent or guardian consent prior to being included in a training program • female or male athletes • athletes with a disability or special needs.
Medical support team may include:	• physiotherapist • chiropractor • osteopath.
Health care professionals may include:	• medical practitioner • physiotherapist • chiropractor • osteopath • paramedic.

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Aims and objectives may include:	• prevention of injury • management of existing injuries • stabilisation of joints.
Pre-taping requirements may include:	• clean, dry skin • shaving.
Appropriate tape may include:	• tape size • tape adhesiveness • tape removability • rigid adhesive tape • elastic adhesive tape • covering tape.
Associated products may include:	• vaseline and gauze pads • hypoallergenic material • underwrap • cushioning foam • tape adherent • tape remover • elbow braces.

Techniques for taping or bracing of relevant joints may include:	• elbows:
	  • figure 6 or 8
	• full shoulder:
	  • anchor strips
	  • figure 8
	  • repeat strapping
	  • overlapping spirals
	• knees:
	  • anchor strips
	  • repeat taping
	• Achilles joint:
	  • anchor strips
	  • 2-3 stirrups
	  • figure 6 or 8
	  • heel lock
	  • locking tape.

Basic principles of biomechanics may include:	• major muscle actions and movements • joint mechanics.
Barriers may include:	• hypoallergenic material • underwrap.
Feedback may include:	• pins and needles

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	• numbness • pain • tightness.
Equipment may include:	• blunt nose scissors • tape cutters.
Ergonomic practices may include:	• body positioning • body weight • posture • hand positions • height of table.
Self-care protocols may include:	• regular breaks • correct posture.

Unit Sector(s)

Sport

Competency Field

Sports Trainer

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SISSSTC301A Instruct strength and conditioning techniques

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to use drills, exercises and activities to instruct strength and conditioning techniques to individual athletes or groups of athletes according to their sport-specific needs, or those undertaking fitness programs to achieve personal fitness goals.

Application of the Unit

This unit applies to coaches working with individuals or teams. It also applies to fitness instructors who provide a range of fitness programs and services to individuals or groups. The unit is applicable to those working with sporting groups, in fitness centres, gyms or autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess current status of athlete or athletes.	1.1. Select appropriate ***testing protocols*** and implement to assess current fitness level of ***athlete or athletes***. 1.2. Evaluate the ***training background and exercise history*** of athlete or athletes. 1.3. Identify the ***techniques of strength and conditioning*** to be developed with relevant ***support personnel*** according to the needs of the athlete or group.
2. Select the appropriate strength and ***conditioning program***.	2.1. Select ***core lifts and exercises*** to meet the identified needs of the athlete or athletes and ***organisational policies and procedures***. 2.2. Incorporate drills, ***exercise techniques*** and activities into the program to instruct a strength and conditioning program. 2.3. Select appropriate equipment to be used as part of the strength and conditioning program according to organisational policies and procedures.
3. Prepare for strength and conditioning session.	3.1. Allocate sufficient space and ***resources*** for the drill, activity or game. 3.2. Check exercise area is free from obstacles prior to commencement of session. 3.3. Check ***equipment*** is in good working order prior to commencement of session. 3.4. Quarantine and report faulty equipment according to organisational policies and procedures. 3.5. Arrange equipment according to exercise plan and relevant legislation and organisational policies and procedures.
4. Instruct strength and conditioning session.	4.1. Communicate session objectives and the ***benefits*** of strength and conditioning to athlete or athletes. 4.2. Explain ***common types of injuries*** that would prevent participation in the session and confirm athlete or athletes are not affected. 4.3. Instruct session according to strength and conditioning plan, relevant legislation and organisational policies and procedures and ***best practice principles of strength and conditioning training***. 4.4. Demonstrate and instruct correct use of equipment

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational policies and procedures and manufacturer's instructions.
	4.5. Demonstrate exercises within the strength and conditioning class using appropriate ***instructional techniques***.
	4.6. Monitor athlete intensity, technique and safety during the class.
	4.7. Incorporate ***motivation techniques*** to maximise exercise program adherence.
5. Evaluate the strength and conditioning program and make modifications.	5.1. Review athlete's or athletes' training diary or diaries to monitor ongoing progress.
	5.2. Implement modifications to the program where relevant to meet identified needs.
	5.3. Use testing protocols to assess athlete's ongoing progress.
	5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - instruct effective strength and conditioning techniques
  - give and receive feedback
- teamwork skills to be able to coach and mentor an athlete through a strength and conditioning program
- technology skills to assess athletes and select exercises and drills for use within the program
- planning and organising skills to implement a plan for strength and conditioning for an individual or group
- literacy and numeracy skills to enable the review of training diaries and the timely completion of sessions.

Required knowledge

- motivational techniques to provide appropriate feedback to athletes
- the major body systems, bones, joints muscles and their function to enable the selection, instruction and adjustment of appropriate exercises to meet the needs of athletes

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- legislation and organisational policies and procedures to enable the safe delivery of exercise programs including the safe use of equipment and a safe learning environment
- drills, activities and games to teach the techniques of strength and conditioning
- physiological, psychological and biomechanical changes that occur with strength and conditioning training to enable informed planning and instruction of sessions and prompt response to athlete difficulties during the class.

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: • instructs strength and conditioning classes that meet athlete expectations, comply with legislative and organisational requirements, and are of sufficient duration to allow the candidate to demonstrate the use of drills, activities and games to instruct in strength and conditioning techniques • assesses athletes current training status and needs and applies knowledge of human anatomy and physiology to select and modify an appropriate program • carries out tasks responsibly and safely using an athlete centred approach to encourage athlete participation using appropriate motivational and communication strategies.
Context of and specific resources for assessment	Assessment must ensure the conduct of multiple strength and conditioning sessions that meet the needs of individuals, groups or sports and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment with appropriate facilities, equipment and materials such as free weight or hydraulic equipment • a range of athletes with real or simulated strength and conditioning goals

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- documentation such as strength and conditioning programs and manufacturer's specifications for equipment use.

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 preparation and instruction of a strength and conditioning session, including the selection of exercises for a program
- observation of interaction with a range of participants, including conveying information for safe participation in strength and conditioning sessions and motivating athletes to achieve desired outcomes
- oral or written questioning to assess knowledge of physiological, psychological and biomechanical changes that occur during strength and conditioning training
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSTC402A Develop strength and conditioning programs.

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.

Testing protocols may include:

- core stability
- aerobic performance
- anaerobic performance.

Athlete or Athletes may include:

- different ages
- those with specific conditioning goals
- *experienced or inexperienced*
- female or male
- competitor in team or individual sports

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	• amateur or professional.
Training background and exercise history may include:	• type of training program • length of recent regular participation in previous training programs • level of intensity involved in previous training programs • exercise technique experienced.

Techniques of strength and conditioning may include:	• resistance training:
	  • whole body or compound exercises for specific muscle groups or isolation
	• aerobic endurance
	• anaerobic endurance:
	  • high intensity short interval training
	• flexibility:
	  • stretching
	• elastic energy
	• abdominal
	• core stability.

Support personnel may include:	• administrators • coaches • sports scientists • sports medicine providers • parents or guardians.

Core lifts and exercises may include:	• abdominal
	• roll outs
	• reverse crunches
	• side bends
	• prone and hold
	• back:
	  • bent over row
	  • lateral pull down
	• biceps:
	  • biceps curl
	  • hammer curl
	• calves and ankles:
	  • standing calf or heel raise
	  • peroneal flexions and wobble board
	• chest:
	  • flat bench press and dumbbell version
	  • incline dumbbell press and barbell version
	• forearms:

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- wrist curl
- hip or thigh:
  - hip sled
  - back squat
  - forward lunge
- shoulders:
  - seated shoulder press
  - machine shoulder press
- triceps:
  - lying triceps extension
  - triceps pushdown
- power exercises:
  - push press and push jerk
  - clean and power clean
- proprioception and neuromuscular coordination exercises.

Organisational policies and procedures may include:

- occupational health and safety
- athlete assessment procedures
- use, checking and storage of equipment
- tagging faulty or damaged equipment
- emergency procedures
- confidentiality of participant information
- time constraints and scheduling requirements.

Exercise techniques may include:

- hand grips
- stable body and limb positioning
- movement range of motion and speed
- breathing
- spotting.

Equipment may include:

- cardiovascular equipment
- free weight equipment
- hydraulic equipment
- exercise balls
- bars
- steps
- bands
- resistance equipment
- pin loaded equipment
- electronically braked equipment
- air braked equipment
- pool based equipment.

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Benefits may include:	• physiological • psychological • social • improved performance in chosen sport or competition.
Common types of injuries may include:	• *muscle or soft tissue injury* • *back injury*.
Best practice principles of strength and conditioning training may include:	• the sport's coaches or instructors code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's regulations and guidelines.
Instructional techniques may include:	• establishing a rapport • *verbal and non-verbal communication* • demonstration strategies • motivational strategies.
Motivation techniques may include:	• goal setting • positive feedback.

Unit Sector(s)

Sport

Competency Field

Strength and Conditioning

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SISSSTC402A Develop strength and conditioning programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to develop, implement and evaluate a strength and conditioning program. It focuses on the skills needed to develop a program which meets the needs of individual athletes or groups of athletes according to their sport-specific needs or those undertaking fitness programs to achieve personal fitness goals.

Application of the Unit

This unit applies to coaches working with individuals or teams. It also applies to fitness instructors who provide a range of fitness programs and services to individuals or groups. The unit is applicable to those working with sporting groups, in fitness centres, gyms or autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify the needs and requirements of the athlete or team members.	1.1. Analyse the strength and conditioning ***needs and requirements*** of the activity or sport of the target individual or group. 1.2. Develop ***profiles*** for each individual or group member participating in the strength and conditioning program using appropriate ***assessment measures***. 1.3. Develop short, medium and long-term ***objectives*** for the strength and conditioning program through negotiation with ***athletes*** and ***support personnel***. 1.4. Identify the ***career phase*** of athlete and the ***training phase*** of the selected sport or activity to be addressed in the program.
2. Plan a strength and conditioning training program to meet identified needs.	2.1. Develop a strategy to meet the identified needs and requirements of the athlete or team. 2.2. Select the ***core lifts and exercises and techniques of strength and conditioning*** to address identified needs and requirements of the athlete according to ***organisational policies and procedures***. 2.3. Establish ***fixed points*** of the program and identify and document training phases within the training program. 2.4. Apply ***exercise selection and exercise order*** to maximise conditioning outcomes throughout the program. 2.5. Identify ***equipment*** and ***resource requirements*** for each session within the program. 2.6. Develop and document a program schedule to meet the identified needs, requirements and objectives of the athlete. 2.7. Include ***evaluation methods*** to monitor the training program prior to implementation.
3. Implement strength and conditioning training program.	3.1. Supervise strength and conditioning program. 3.2. Use ***strength and conditioning training methods*** to meet identified needs and requirements of athletes or team members. 3.3. Observe sessions to see that exercises are conducted in accord with rules and regulations and accepted ***best practice principles of strength and***

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ELEMENT	PERFORMANCE CRITERIA
	conditioning training.
	3.4. Ensure correct use of equipment during strength and conditioning session, according to organisational policies and procedures and manufacturer's instructions.
	3.5. Establish ongoing liaison between ***other coaches and specialists*** where coaches and specialists work with the same athlete to ensure a consistent approach to the strength and conditioning program.
4. Monitor, evaluate and modify the strength and conditioning program.	4.1. Evaluate the program according to methods established and documented within the strength and conditioning program plan.
	4.2. Monitor use of equipment according to exercise plan and relevant legislation and organisational policies and procedures.
	4.3. Review each athlete's or athletes' training diary or diaries to monitor ongoing progress.
	4.4. Use assessment measures to assess athlete's ongoing progress.
	4.5. Seek and receive feedback from participating athletes and support personnel.
	4.6. Implement modifications to the program, where relevant, to meet identified needs.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with other coaches and trainers
  - give and receive feedback from athletes
- problem-solving skills to select appropriate techniques and strategies for the program to meet the stated objectives
- planning and organising skills to schedule the strength and conditioning program
- technology skills to assess the fitness and condition of athletes and other participants
- literacy skills to:
  - document evaluation methods
  - record feedback

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- read and understand policies and procedures information.

Required knowledge

- the major body systems, bones, joints, muscles and their function to enable the selection, instruction and adjustment of appropriate exercises to meet the needs of athletes
- anatomical, physiological and biomechanical differences of athletes including age and sex
- physiological adaptation to strength and conditioning training
- current strength and conditioning training techniques
- exercise prescription and exercise order principles
- physical constraints that may affect planning for strength and conditioning program
- legislation organisational policies and procedures to enable the safe delivery of exercise programs including the safe use of equipment and a safe learning environment.

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: • assesses athlete's or athletes' current training status and needs and applies knowledge of human anatomy and physiology to develop programs to meet stated objectives for strength and conditioning • plans strength and conditioning classes that meet athlete expectations, comply with legislative and organisational requirements, and are of sufficient duration to allow the candidate to demonstrate the use of strength and conditioning techniques • evaluates and modifies the training program according to feedback received and the results of evaluation procedures.
Context of and specific resources for assessment	Assessment must ensure development and implementation of multiple strength and conditioning programs to demonstrate competency and consistency of performance in the provision of core strength and conditioning techniques according to the specific needs of individuals, groups or sports.

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Assessment must also ensure access to:

- an environment with appropriate facilities, equipment and materials such as free weight or hydraulic equipment
- a range of athletes with real or simulated strength and conditioning goals
- documentation such as athlete's performance history and manufacturer's specifications for equipment use.

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 preparation and planning for a strength and conditioning program, including the assessment of athletes
- observation of interaction with a range of participants, including conveying information for safe participation in strength and conditioning sessions and monitoring the use of equipment
- oral or written questioning to assess knowledge of physiological, psychological and biomechanical changes that occur during strength and conditioning training
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSTC301A Instruct strength and conditioning techniques
- SISXCAI405A Conduct individualised long term training programs.

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.

Needs and requirements may

- competition performance
- pre-adolescent

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include:
- mature aged
- disability
- reconditioning
- rehabilitation.

Profiles may include:
- physical
- psychological
- tactical
- technical
- leadership skills.

Assessment measures may include:
- discussion with trainees
- physical ability tests
- trials
- performances in familiar environment
- performances in unfamiliar environment
- field assessments of fitness components
- performance history.

Objectives may include:
- enjoyment
- competition or performance
- selection
- tapering
- peaking
- maintenance.

Athlete or Athletes may include:
- *experienced or inexperienced*
- female or male
- competitor in team or individual sports
- amateur or professional.

Support personnel may include:
- administrators
- coaches
- sports scientists
- sports medicine providers
- parents or guardians.

Career phase may include:
- novice
- intermediate
- advanced.

Training phase may include:
- macro-cycles
- micro-cycles
- meso-cycles
- pre-season
- in-season
- post-season
- four year Olympic cycle.

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Core lifts and exercises may include:	• abdominal • roll outs • reverse crunch • side bends • prone and hold • back • biceps • calves and ankles • chest • forearms • hip or thigh • shoulders • triceps • power exercises • proprioception and neuromuscular coordination exercises.
Techniques of strength and conditioning may include:	• resistance training • aerobic endurance • anaerobic endurance • flexibility and stretching • elastic energy • abdominal • core stability.
Organisational policies and procedures may include:	• occupational health and safety • athlete assessment procedures • confidentiality of athlete information • emergency procedures • time constraints and scheduling requirements • use of venue • equal opportunity.
Fixed points may include:	• structure and subdivision of performance levels • availability of facilities • rules of the activity • rules of the competition or performance • intended peaks • selection dates and criteria • availability of support personnel.
Exercise selection may include:	• types of resistance training exercises • movement analysis of sport • athlete's exercise technique experience • available equipment and training time.

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Exercise order may include:	• core followed by assisted exercises • pre-exhaustion method • alternated upper and lower body exercise • supersets and compound sets.
Equipment may include:	• cardiovascular equipment • free weight equipment • hydraulic equipment • innovative equipment • exercise balls • bars • steps • bands • plyometric training systems • resistance equipment • pool based equipment.
Resource requirements may include:	• ratio of coaches to athletes • ratio of equipment to athletes • access to first aid facilities • access to equipment • appropriate facilities.
Evaluation methods may include:	• fitness assessments • lab assessments • discussion with participants • training and competitive performances • training diaries.
Strength and conditioning training methods may include:	• ***work duration***, ***rest periods and frequency*** • ***periodisation*** • ***training load***, ***repetition and volume*** • rehabilitation and reconditioning • core stability.
Best practice principles of strength and conditioning training may include:	• the sports coaches' or instructors' code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's regulations and guidelines.
Other coaches and or specialists	• health professionals • physiologists

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may include:	• biomechanics • exercise scientists.

Unit Sector(s)

Sport

Competency Field

Strength and Conditioning

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SITHCCC103 Prepare sandwiches

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC007A Prepare sandwiches. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present a variety of sandwiches in a commercial kitchen or catering operation.

Application of the Unit

This unit applies to hospitality and catering organisations, and to people who make sandwiches, either pre-prepared or on demand according to customer requests. Sandwiches may be classical or modern, hot or cold, of varying cultural and ethnic origins and use a variety of fillings and types of bread. People undertaking this role usually work under supervision.

Licensing/Regulatory Information

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

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Select ingredients.	1.1 Confirm ***sandwich*** requirements, based on standard recipes or customer requests. 1.2 Identify and select bread types and fillings taking account of quality, freshness and stock rotation requirements.
2. Make sandwiches.	2.1 Use sandwich-making ***methods*** based on requirements. 2.2 Cut ingredients and completed sandwiches to ensure uniformity of presentation. 2.3 Combine ingredients appropriately based on flavour combinations, customer preference or standard recipes. 2.4 Use toasting and heating equipment safely. 2.5 Make sandwiches in a logical and sequential manner. 2.6 Minimise waste and store re-usable by-products.
3. Present and store sandwiches.	3.1 Present sandwiches on appropriate serviceware. 3.2 Add suitable garnishes as required. 3.3 Visually evaluate dish and ***adjust presentation***. 3.4 Store sandwiches in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to interpret standard recipes or orders
- numeracy skills to count portions and use features of heating equipment
- planning and organising skills to complete the making process in a logical way
- problem-solving skills to:

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  - evaluate quality of sandwich ingredients and finished items and make adjustments to ensure a quality product
  - adjust appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity.

Required knowledge

- culinary terms and trade names for different types of sandwiches and breads
- characteristics of different sandwiches:
  - appearance and presentation
  - bread variations
  - classical and contemporary variations
  - combinations of ingredients
  - freshness and other quality indicators
  - service style
  - trends
- contents of stock date codes and rotation labels
- mise en place and preparation methods for sandwiches
- equipment used to produce sandwiches:
  - essential features and functions
  - safe operational practices
- storage of sandwiches:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

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:
	• prepare a variety of sandwiches of different types using different breads and ingredients
	• prepare a quantity of sandwiches within commercial time constraints
	• present sandwiches attractively
	• integrate knowledge of:
	  • different sandwich and bread types
	  • features, functions and safe use of food preparation

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equipment
- food safety practices for handling and storing different food types.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational food preparation area for sandwich production with the fixtures, large and small equipment defined in the Assessment
- Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients for preparing sandwiches.

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 observation of the individual preparing for and producing sandwiches
- evaluation of the taste and visual appeal of sandwiches prepared by the individual
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for sandwiches and appropriate environmental storage
- conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC202 Produce appetisers and salads.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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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.

Sandwiches may be:	• chequerboard • club • domino • filled rolls • focaccia • open • pinwheel • pullman.
Methods may include:	• cutting • garnishing • layering • moulding • piping • portioning • spreading.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

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Competency Field

Commercial Cookery and Catering

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SITHCCC201 Produce dishes using basic methods of cookery

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC005A Use basic methods of cookery. Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare dishes.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

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

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Assemble and prepare ingredients.	3.1 Weigh and measure ingredients and create portions according to recipe. 3.2 Prepare, cut and portion ingredients according to recipe and cooking style. 3.3 Minimise waste and store reusable by-products.
4. Cook dishes.	4.1 Use cookery methods for ***dishes*** following standard recipes. 4.2 Complete cooking process in a logical and safe manner. 4.3 Identify problems with the cooking process and take corrective action. 4.4 Work cooperatively with colleagues to ensure timely preparation of dishes. 4.5 Present dishes according to recipe.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to read menus, recipes and task sheets
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to work in a logical and planned way
- problem-solving skills to respond to problems in the cooking process
- self-management skills to:
  - work safely in the kitchen
  - deal with pressure of work and kitchen conditions
- technology skills to use food preparation and cooking equipment.

Required knowledge

- characteristics of different food types, their use in different dishes and the effects of different cookery methods on those foods, including:
  - dairy products
  - dry goods
  - fruit
  - general food items:
    - batters
    - coatings
    - condiments and flavourings
    - garnishes
    - oils
    - sauces
  - meat
  - poultry
  - seafood
  - vegetables
- the meaning and role of mise en place in the process of preparing, cooking and presenting food
- culinary terms and principles and practices of different cookery methods including:
  - baking
  - blanching
  - boiling
  - braising
  - deep-frying
  - grilling

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- poaching
- roasting
- shallow frying:
  - pan-frying
  - sauté
  - stir-frying
- steaming
- stewing
- microwaving
- contents of stock date codes and rotation labels
- equipment used for cookery methods:
  - essential features and functions
  - safe operational practices.

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:
	• follow standard recipes for dishes that together use all of the following ingredients:
	  • dairy products
	  • dry goods
	  • fruit
	  • general food items
	  • meat
	  • poultry
	  • seafood
	  • vegetables
	• complete mise en place activities for different dishes
	• use a range of cookery methods to prepare dishes including:
	  • baking
	  • blanching
	  • boiling
	  • braising

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- deep-frying
- grilling
- poaching
- roasting
- shallow frying:
  - pan-frying
  - sauté
  - stir-frying
- steaming
- stewing
- microwaving

- produce food for multiple customers within commercial time constraints
- integrate knowledge of:
  - major food types, culinary terminology and equipment as they relate to the required methods of cookery
  - features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing different food types.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines, including items for all defined cookery methods; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- food preparation lists and standard recipes
- a variety of commercial ingredients
- industry-realistic ratios of kitchen staff to customers.

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 observation of the individual cooking dishes
- evaluation of the taste and visual appeal of dishes prepared by the individual
- use of projects that allow assessment of the individual's ability to produce a variety of dishes for different

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	occasions • use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics • written or oral questioning to assess knowledge of culinary terms, quality indicators for dishes, equipment and cookery methods • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes • SITHCCC207 Use cookery skills effectively.

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.

Food production requirements may include:	• deadlines • portion control • quantities to be produced • special customer requests • special dietary requirements.

Equipment may include:	• bains marie
	• blenders
	• cooking ranges:
	  • electric
	  • gas
	  • induction
	• crockery
	• cutlery
	• food processors and mixers
	• knives and knife sharpening equipment
	• fryers
	• grills and griddles

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- microwaves
- ovens
- pans
- salamanders
- scales
- slicers
- steamers
- thermometers
- utensils.

Dishes may include:

- appetisers
- breakfast items
- café-style items
- dishes of limited complexity:
  - containing a small number of ingredients
  - requiring a single cookery method
- fast food
- partially-prepared items
- pasta dishes.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC202 Produce appetisers and salads

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC006A Prepare appetisers and salads. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare appetisers and salads following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

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

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***appetiser and salad ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients and create portions according to recipe. 3.3 Clean and cut salad ingredients using basic culinary cuts according to quality standards. 3.4 Minimise waste and store reusable by-products.
4. Prepare appetisers and salads.	4.1 Select and use relevant ***cookery methods*** for salads and appetisers. 4.2 Prepare sauces and dressings according to recipe. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store appetisers and salads.	5.1 Present dishes on appropriate serviceware. 5.2 Add dips, sauces and garnishes according to standard recipes and regional variations. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Store dishes in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of different appetisers and salads
- characteristics of different appetisers and salads:
  - appearance and presentation
  - classical and contemporary variations
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- mise en place requirements for appetisers and salads
- cookery methods for appetisers and salads
- dressings and sauces for salads
- equipment used to produce appetisers and salads:

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  - essential features and functions
  - safe operational practices
- storage of appetiser and snack products:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

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:
	• follow standard recipes to prepare multiple and varying appetisers and salads using a range of preparation and cookery methods
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for appetisers and salads
	  • cookery methods
	  • features, functions and safe use of food preparation equipment
	  • appropriate environmental storage conditions
	  • food safety practices for handling and storing different food types.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
	• Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing appetisers and salads
- evaluation of the taste and visual appeal of appetisers and salads prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of appetisers and salads
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for appetisers and salads, equipment, cookery methods
- and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC103 Prepare sandwiches.

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.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements.

Appetisers and salad may include:

- appetisers:
  - antipasto
  - canapés
  - finger foods
  - hors d'oeuvres

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- savouries
- tapas

- salads:
  - classical and modern
  - cold, hot or warm
  - ethnic recipes
  - fruit salads.

Ingredients may include:

- condiments
- dressing ingredients
- eggs
- farinaceous products
- fruits
- herbs and spices
- poultry
- meats
- seafood
- vegetables
- specific ingredients for particular dishes and cuisines.

Equipment may include:

- cutting, chopping and slicing implements
- spinners
- strainers.

Cookery methods may include:

- blanching
- frying
- grilling
- roasting
- steaming.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous

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	• moist • mousse • rich • slippery • smooth • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC203 Produce stocks, sauces and soups

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC008A Prepare stocks, sauces and soups. Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare various stocks, sauces and soups in a commercial kitchen or catering operation. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

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

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients for ***stocks***, ***sauces*** and soups from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare stocks, sauces and soups.	4.1 Select and use cookery methods for stocks, sauces and soups. 4.2 Use flavouring and clarifying agents according to standard recipes. 4.3 Make appropriate derivations from basic sauces, both hot and cold. 4.4 Use ***thickening agents*** and ***convenience products*** appropriately. 4.5 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store soups, sauces and stocks.	5.1 Present soups and sauces attractively on appropriate serviceware. 5.2 Add garnishes according to standard recipes. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Store dishes in appropriate ***environmental conditions***.

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5.5 Reconstitute stocks, sauces and soups to required consistencies.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups:
  - convenience products
  - thickening agents
- characteristics of different stocks, sauces and soups:
  - appearance and presentation
  - dishes to which they are matched and where they are needed
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture

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- contents of stock date codes and rotation labels
- mise en place requirements for stock, sauces and soups
- preparation methods for stocks, sauces and soups
- equipment used to produce stocks, sauces and soups:
  - essential features and functions
  - safe operational practices
- storage of products:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

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:
	• produce a variety of stocks, sauces and soups from different recipes and cultural backgrounds, including:
	  • sauces:
	  • reduced
	  • thickened
	  • hot, warm and cold emulsion
	  • soups both hot and cold:
	  • clear
	  • broth
	  • purée
	  • cream
	  • bisque
	  • stocks
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for stocks, sauces and soups
	  • different types of stocks, sauces and soups
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing

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different food types.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
	• Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

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 observation of the individual preparing for and producing stocks, sauces and soups • evaluation of the taste and visual appeal of stocks, sauces and soups prepared by the individual • projects that allow assessment of the individual's ability to produce a variety of stocks, sauces and soups • use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics • written or oral questioning to assess knowledge of culinary terms, quality indicators for stocks, sauces and soups, equipment, cookery • methods and appropriate environmental storage conditions • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role.

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

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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.

Food production requirements may include:	• deadlines • portion control • quantities to be produced • special customer requests • special dietary requirements.
Stocks and ***sauces*** may include:	• béchamel • chicken and fish velouté • demi-glacé • fruit based sauces • herb based sauces • hollandaise and béarnaise • jus and coulis • mayonnaise based sauces • yoghurt based sauces.
Equipment may include:	• food processor • mouli • stock pots.

Thickening agents may include:	• beurre mani
	• bread
	• flour:
	  • arrowroot
	  • corn
	  • potato
	• modified starch
	• roux:
	  • white
	  • blond
	  • brown
	• sabayon.

Convenience products may include:	• boosters • bouillons • flavour enhancers • stocks.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour

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- sweet
- umami

- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
  - wiping drips or spills.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC009A Prepare vegetables, fruit, eggs and farinaceous dishes. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. Some adjustments made to reduce focus on eggs.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook various vegetables, fruit, eggs and farinaceous dishes following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

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

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients for ***vegetable***, ***fruit***, ***egg and farinaceous dishes*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients and create portions according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Cook vegetable, fruit, egg and farinaceous dishes.	4.1 Select and use relevant cookery methods for vegetable, fruit, egg and farinaceous foods. 4.2 Prepare eggs for different culinary uses. 4.3 Prepare fresh pasta. 4.4 Select and use accompaniments suited to the dish. 4.5 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store vegetable, fruit, egg and farinaceous	5.1 Present dishes attractively on appropriate serviceware. 5.2 Add dips, sauces and garnishes according to standard recipes. 5.3 Visually evaluate dish and ***adjust presentation***.

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dishes.	5.4 Store dishes in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of different vegetable, fruit, egg and farinaceous dishes
- characteristics of different vegetable, fruit, egg and farinaceous dishes:
  - appearance and presentation
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- mise en place requirements for vegetable, fruit, egg and farinaceous dishes
- cookery methods for vegetable, fruit, egg and farinaceous dishes:

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  - boiling
  - frying
  - poaching
  - scrambling
- culinary uses of eggs:
  - aerating
  - setting
  - coating
  - enriching
  - emulsifying
  - glazing
  - clarifying
  - garnishing
  - thickening
- equipment used to produce vegetable, fruit, egg and farinaceous dishes:
  - essential features and functions
  - safe operational practices
- storage of products:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

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:
	• follow standard recipes to prepare multiple and varying vegetable, fruit, egg and farinaceous dishes
	• prepare dishes using a range of cookery methods, including:
	  • boiling
	  • braising
	  • frying:
	  • deep
	  • shallow
	  • poaching

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- roasting
- scrambling
- stewing

- use eggs for different culinary purposes, including:
  - aerating
  - binding
  - setting
  - coating
  - enriching
  - emulsifying
  - glazing
  - clarifying
  - garnishing
  - thickening
- prepare fresh pasta
- produce food for multiple customers within commercial time constraints
- integrate knowledge of:
  - quality indicators for vegetable, fruit, egg and farinaceous dishes
  - accompaniments and sauces for vegetable, fruit, egg and farinaceous dishes
  - features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing vegetable, fruit, egg and farinaceous products and dishes.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

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:

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- direct observation of the individual preparing for and producing vegetable, fruit, egg and farinaceous dishes
- evaluation of the taste and visual appeal of vegetable, fruit, egg and farinaceous dishes prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of vegetable, fruit, egg and farinaceous dishes
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for vegetable, fruit, egg and farinaceous dishes,
- equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC202 Produce appetisers and salads.

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.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements.

Vegetable, ***fruit***, ***egg and farinaceous dishes*** may include:

- farinaceous:
  - couscous
  - cracked wheat
  - noodles
  - pasta

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- polenta
- pulses
- rice
- semolina

- fruit and vegetables:
  - dried
  - fresh
  - frozen
- egg:
  - breakfast items
  - fresh pastas
  - pastries.

Equipment may include:

- bains marie
- blenders
- cooking ranges:
  - electric
  - gas
  - induction
- crockery
- cutlery
- food processors and mixers
- knives and knife sharpening equipment
- fryers
- grills and griddles
- microwaves
- ovens
- pans
- salamanders
- scales
- slicers
- steamers
- thermometers
- utensils.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature

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- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

Adjust presentation may involve:

- changing accompaniments and garnishes to maximise:
  - balance
  - colour
  - contrast
  - eye appeal
  - taste
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions may include:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC205 Produce cook-chill and cook-freeze foods

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit. Replaces cook-chill and cook-freeze components of: SITHCCC017A Organise bulk cooking operations, SITHCCC032A Apply cook-chill production processes and SITHCCC034A Apply cook-freeze production processes.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely produce bulk amounts of cook-chill and cook-freeze foods. It requires the ability to select, prepare and portion bulk ingredients and to use equipment and a range of cookery methods to cook, chill, freeze and store food.

Application of the Unit

Cook-chill and freeze foods may be entire meals or individual items. This unit applies to all hospitality and catering organisations which produce bulk amounts of precooked food which is chilled or frozen. It is then transferred to internal or external service outlets for rethermalisation.

These organisations include hotels, restaurants, educational institutions, correctional centres, health establishments, defence forces, cafeterias, kiosks, cafes, canteens, residential caterers, meals-on-wheels services in-flight and other transport caterers, event and function caterers.

It mainly applies to operational kitchen and catering personnel who work with very little independence and under close supervision. This includes catering assistants and cooks.

Licensing/Regulatory Information

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

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Select ingredients.	1.1 Confirm food production requirements from food preparation list. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements. 1.4 Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.	2.1 Select equipment of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare bulk ingredients.	3.1 Sort and assemble bulk ingredients according to the sequencing of food production. 3.2 Weigh and measure wet and dry bulk ingredients according to the recipe and quantity of bulk food items required. 3.3 Minimise waste to maximise profitability of food items produced.
4. Cook and portion bulk food items.	4.1 Produce food using cookery methods to achieve desired product characteristics. 4.2 Follow standard recipes and make food quality adjustments within scope of responsibility. 4.3 Maintain optimum quality of food for cook-chill and freeze processes. 4.4 Cook food to specified temperatures for cook-chill and

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	cook-freeze production and within safe tolerances for microbiological change.
	4.5 Portion food items to minimise waste and maximise yield and profitability of food.
5. Chill food and store under refrigeration.	5.1 Use blast and water bath chilling methods to chill foods and meet time and temperature standards.
	5.2 Maintain the quality of food throughout the chilling process.
	5.3 Select appropriate containers for storage and label and code clearly.
	5.4 Store food dynamically using first in–first out methods.
	5.5 Meet time and temperature standards for storage to minimise spoilage according to food safety procedures and standards.
	5.6 Continually monitor storage temperatures to avoid food spoilage.
6. Package, freeze and store cooked food.	6.1 Select appropriate containers for freezer storage and label and code clearly.
	6.2 Meet time and temperature standards for freezer storage to minimise spoilage according to food safety procedures and standards.
	6.3 Freeze food in batches, according to food safety procedures and standards, allowing each freezing cycle to be completed.
	6.4 Place food items in appropriate storage once the freezing cycle and labelling is complete.
	6.5 Continually monitor freezer temperatures to avoid food spoilage.
7. Transfer cook-chill and cook–freeze foods.	7.1 Safely transfer food from production kitchen to service areas and outlets by refrigerated transport or insulated containers.
	7.2 Check and record temperature levels at despatch and receipt.
	7.3 Protect food from dangerous temperatures during the transfer process.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe and temperature requirements

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- numeracy skills to:
  - calculate the number of portions
  - weigh and measure bulk ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
  - monitor temperatures and adjust according to identified discrepancies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation, cooking chill and freezing equipment.

Required knowledge

- characteristics and uses of different precooked food types subject to chilling and freezing:
  - culinary terms and trade names
  - bulk foods
  - plated meals
  - sous-vide products
  - meals-on-wheels
  - takeaway meals
- contents of stock date codes and rotation labels
- indicators of spoilage and contamination of perishable supplies in storage
- mise en place requirements for producing cook-chill and cook-freeze foods
- methods to chill foods:
  - blast
  - water bath
- food safety procedures and standards for preparing cook-chill and cook-freeze foods
- food safety procedures and standards for storage of chilled and frozen food:
  - appropriate containers
  - labelling and coding
  - first in first out methods
  - storage environments
  - temperature specifications for storage
- temperature specifications and methods for transferring chilled and frozen foods
- equipment used to produce cook-chill and cook-freeze foods:
  - essential features and functions
  - safe operational practices.

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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:

- safely produce a variety of bulk amounts of cook-chill and cook-freeze foods to meet multiple and diverse food service requirements
- integrate knowledge of:
  - essential features, functions and safe use of food preparation equipment
  - food safety procedures and standards for storage of chilled and frozen food
  - temperature specifications and methods for transferring chilled and frozen foods
- produce cook-chilled and cook frozen food items within in commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines including specific equipment for producing cook-chill and cook-freeze foods; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing food production orders
- food preparation lists
- a variety of commercial ingredients for the bulk production of cook-chill and cook-freeze food.

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 observation of the individual preparing and cooking cook-chill and cook-freeze food items
- evaluation of the taste and visual appeal of dishes produced by the individual
- projects that allow assessment of the individual's ability to produce a bulk amount of cook-chill and coo

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freeze foods for a set menu for an
- event, function or meeting within designated deadlines
- written or oral questioning to assess knowledge of:
  - characteristics and uses of different precooked food types
  - methods to chill and freeze foods
  - food safety procedures
  - temperature specifications
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- SITHCCC307 Prepare food to meet special dietary requirements
- SITXFSA201 Participate is safe food handling practices
- SITXFSA202 Transport and store food
- TLIE1005A Carry out basic workplace calculations.

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.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements
- standard recipes.

Ingredients may include:

- cold
- dry goods
- frozen

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- perishable supplies
- raw foods
- wet goods.

Equipment includes:

- fixed and hand-held cooking equipment
- general cooking equipment
- cooking equipment specific to cook-freeze and cook-chill processes:
  - blast chiller
  - blast freezer
  - chilling equipment
  - ice slurry tumbler
  - pasteurising equipment
  - pH tester
  - suitable refrigerated storage area
  - thermocouple chilling equipment
- packaging material
- vacuum sealing equipment.

Foods may include:

- entire meals
- individual food items
- meals-on-wheels
- plated meals
- sous-vide products
- takeaway items.

Cookery methods may include:

- baking
- boiling
- chargrilling and barbecuing
- deep-frying
- grilling
- hot plate
- microwaving
- poaching
- reducing
- roasting
- steaming
- stewing
- whisking, folding, piping and spreading.

Product characteristics include:

- appearance
- colour
- consistency
- moisture content
- shape

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- size
- structure
- taste
- texture.

Food quality adjustments may relate to:

- ratio of wet to dry ingredients
- taste:
  - acidic
  - bitter
  - salty
  - spicy
  - spicy (heat)
  - sweet
  - umami
- temperature
- texture:
  - a light or heavy mouth feel
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - intense
  - marshmallow like
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

Appropriate storage may relate to use of appropriate:

- atmosphere
- chillers
- coolrooms
- freezers
- humidity
- light
- packaging
- refrigerators
- temperature
- containers
- ventilation.

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Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC307 Prepare food to meet special dietary requirements

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC029A Prepare foods according to dietary and cultural needs. Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare dishes for people who have special dietary needs for health, lifestyle and cultural reasons. It requires the ability to confirm the dietary requirements of customers, use special recipes, select special ingredients and produce food to satisfy special requirements.

This unit does not include menu planning for special diets which is found in the unit SITHKOP402 Develop menus for special dietary requirements.

Application of the Unit

This unit applies to all hospitality and catering organisations which prepare and serve food. This includes hotels, restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in-flight and other transport caterers, event and function caterers.

It applies to cooks and patissiers who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

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

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Confirm special dietary requirements and select ingredients.	1.1 Confirm the ***dietary*** and ***cultural food requirements*** of the ***customer***. 1.2 Liaise with ***others*** to clarify requirements. 1.3 Confirm health consequences of ignoring special dietary requirements of customers. 1.4 Access special dietary recipes and select specialised ***ingredients***. 1.5 Identify, from recipes and packaging, ingredients that may cause health consequences due to food allergies or intolerance. 1.6 Exclude ingredients from dishes as requested by the customer.
2. Prepare foods to satisfy nutritional and special dietary requirements.	2.1 Follow special recipes to produce dishes for those with special dietary and cultural food requirements. 2.2 Modify menu items to meet different dietary requests by excluding or substituting ingredients while maintaining equivalent nutritional value. 2.3 Communicate specific dietary or cultural requirements for food preparation to other team members. 2.4 Select appropriate ingredients to ensure optimum nutritional quality of dishes. 2.5 Use appropriate equipment and cooking techniques for specific diets.

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2.6 Employ suitable preparation and cooking techniques to retain optimum nutritional values.

2.7 Present nutritionally balanced food in an appetising and attractive manner.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and confirm dietary requirements with customers
  - discuss special food preparation requirements with kitchen team members
- literacy skills to:
  - read and comprehend special dietary recipes and packaging labels
  - write notes on recipe requirements and calculations
- numeracy skills to weigh and measure ingredients
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - consider and respond to special customer needs and requests
  - adjust standard menu items to meet special customer requests
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - substitute ingredients used to produce dishes with special dietary recipes
  - ingredients suitable for meeting basic nutritional needs
  - ingredients that cause common allergic reactions
  - food additives and preservatives
- main types and culinary characteristics of special diets that are part of contemporary Australian society:
  - diabetic
  - gluten free
  - low cholesterol
  - low fat
  - low gluten
  - sugar free
  - vegan

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- meaning of:
  - drug–food interactions
  - food allergy
  - food intolerance
- key health and legal consequences of failing to address special requirements:
  - allergic reactions
  - anaphylaxis
  - food sensitivity or intolerance reactions
- main types and culinary characteristics of cultural diets that are part of contemporary Australian society:
  - halal
  - Hindu
  - kosher
  - vegetarian
- basic principles and practices of nutrition, including:
  - nutrients and their food sources
  - influences on food choice
  - food and beverage selection influences
  - food labelling and interpretation
  - role and implications of using food additives and preservatives
  - health implications of food choices
  - role of good nutrition in avoiding dietary diseases
  - effects of various cooking methods and food storage on nutrients
- primary components of Dietary Guidelines for Australians, including those for older Australians, children and adolescents.

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: • follow special recipes to prepare and produce a variety of dishes to meet multiple and diverse requests of customers with special dietary requirements • modify a range of recipes and menu items to meet different dietary requests by excluding or substituting ingredients while maintaining equivalent nutritional value

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- demonstrate knowledge of:
  - key health and legal consequences of failing to address special requirements
  - main types and culinary characteristics of special and cultural diets that are part of contemporary Australian society
- produce special dishes for multiple customers within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- recipes for special dietary requirements
- Dietary Guidelines for Australians, including those for older Australians, children and adolescents
- a variety of commercial ingredients for special dietary and cultural dishes.

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 observation of the individual preparing for and producing a range of dishes for customers with special dietary requirements
- evaluation of the taste and visual appeal of dishes produced by the individual
- use of problem-solving exercises so the individual can identify and evaluate the dietary needs of different types of customer and provide responses
- projects that allow assessment of the individual's ability to produce, within designated deadlines, a variety of special dishes that meet the cultural food requirements of a designated customer group attending a cultural event or function
- written or oral questioning to assess knowledge of:
  - meaning food allergies and intolerance and common allergic and food intolerance reactions
  - health and legal consequences of non-compliance with special requests
  - characteristics of special and cultural diets

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- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHPAT306 Produce desserts
- SITXFSA201 Participate in safe food handling practices
- TLIE1005A Carry out basic workplace calculations
- any commercial cookery, commercial catering, patisserie or Asian cookery unit.

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.

Dietary requirements may include:

- diabetic
- contemporary eating regimes:
  - elimination
  - liver cleansing
  - macrobiotic
- exclusions for:
  - allergies
  - contraindications with medicines
  - food intolerance
- fluids
- food preferences
- food restrictions
- gluten-free
- high carbohydrate
- high or low-energy
- high or low-protein
- high-fibre
- lacto-ovo
- low-carbohydrate
- low-cholesterol
- low-fat
- low gluten

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- low-kilojoule
- modified sodium or potassium
- modified texture
- nutritional requirements
- portion size
- vegan
- vegetarian.

Cultural food requirements may include:

- cultural or religious dietary:
  - needs
  - requirements
  - sanctions
- halal
- Hindu
- kosher
- vegetarian.

Customer may include:

- adolescents
- athletes
- children
- defence forces
- health care customers
- infants
- international tourists
- people from different socio-economic groups
- people from specific cultural or religious groups
- the:
  - aged
  - ill
  - injured
  - obese
- those with particular nutritional interests
- those with varying nutritional and energy requirements due to physical condition.

Others may include:

- allied health professionals
- customers
- diet technicians
- dieticians
- family members
- health and medical personnel
- nutritionists
- religious personnel
- supervisors and managers.

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Ingredients may include:

- fat-free
- low-carbohydrate
- low-fat
- low gluten
- low-kilojoule
- low-sugar
- substitutes:
  - gluten-free flour
  - yeast-free flour
  - non-sugar sweeteners
- sugar-free
- those without known allergic reactions
- vegan.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHKOP101 Clean kitchen premises and equipment

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHCCC004B Clean and maintain kitchen premises. Title simplified. Unit has tighter focus on cleaning kitchens to avoid food safety issues. Some Performance Criteria removed which duplicated content of related unit SITHACS101 Clean premises and equipment. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Moved to new competency field – Kitchen Operations to better reflect the content of this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to clean food preparation, storage areas and equipment in commercial kitchens to ensure the safety of food. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.

Application of the Unit

This unit is particularly important within a food safety regime and applies to all hospitality and catering organisations with kitchen premises including permanent or temporary kitchens or smaller food preparation areas. These can be found within restaurants, cafes, kiosks, cafeterias, clubs, hotels, attractions and in catering facilities.

It applies to kitchen personnel who work with very little independence and under close supervision including kitchen attendants and stewards. It can also apply to cooks and chefs in small organisations.

Licensing/Regulatory Information

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

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Clean and sanitise kitchen equipment.	1.1 Select and prepare ***cleaning agents and chemicals*** according to product instructions. 1.2 Clean and sanitise ***kitchen equipment*** to ensure safety of food prepared and served to customers. 1.3 Store cleaned equipment in designated place.
2. Clean serviceware and utensils.	2.1 Sort ***serviceware and utensils*** and load dishwasher with appropriate items. 2.2 Hand wash any items not appropriate for dishwasher. 2.3 Dispose of broken or chipped serviceware, within scope of responsibility, and report losses to supervisors. 2.4 Ensure that sufficient supplies of clean, undamaged crockery are available at all times during the service period.
3. Clean and sanitise kitchen premises.	3.1 Follow organisational cleaning schedules. 3.2 Clean and sanitise ***kitchen surfaces*** and ***food preparation and storage areas*** to ensure the safety of food prepared and served to customers. 3.3 Clean areas of animal and pest waste and report incidents of infestation. 3.4 Follow ***safety procedures*** in the event of a chemical accident. 3.5 Sort and remove ***linen*** according to organisational procedures. 3.6 Sort and promptly dispose of ***kitchen waste*** to avoid cross

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	contamination with food stocks.
4. Work safely and reduce negative environmental impacts.	4.1 Use cleaning agents, chemicals and ***cleaning equipment*** safely and according to manufacturer instructions. 4.2 Use ***personal protective equipment*** and safe manual handling techniques when cleaning equipment and premises. 4.3 Reduce negative environmental impacts through efficient use of energy, water and other resources. 4.4 Sort general waste from ***recyclables*** and dispose of them in designated recycling bins. 4.5 Safely dispose of all kitchen waste, especially ***hazardous substances***, to minimise negative environmental impacts.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to report and discuss the disposal of broken serviceware and infestation incidents
- literacy skills to:
  - read and comprehend workplace documents or diagrams that interpret the content of:
    - cleaning schedules
    - safety procedures
    - Material Safety Data Sheets (MSDS) and product instructions for cleaning agents and chemicals
    - manufacturer’s instructions for equipment
  - write simple notes to report broken serviceware
- numeracy skills to calculate the dilution requirements for chemicals and cleaning products
- planning and organising skills to efficiently sequence the stages of cleaning kitchen equipment and premises
- problem-solving skills to:
  - identify and dispose of unsafe chipped or broken serviceware
  - identify and report on pest infestations
  - recognise a chemical accident and follow safety procedures to avoid food contamination
- self-management skills to manage own speed, timing and productivity
- teamwork skills to support cooking staff by cleaning equipment, serviceware and utensils continuously for their availability
- technology skills to use automatic dishwashers and reassemble kitchen equipment after cleaning.

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Required knowledge

- hygiene and cross-contamination issues for kitchens and the importance and purpose of cleaning regimes
- different types of cleaning and sanitising products, chemicals for kitchens and equipment:
  - uses
  - safe use
  - safe storage
- safe practices for using and storing hazardous substances
- content of MSDS for cleaning agents and chemicals or plain English workplace documents or diagrams that interpret the content of MSDS
- cleaning sanitising and disinfecting methods for:
  - kitchen floors, shelves and walls
  - kitchen equipment, serviceware and utensils
- correct use of personal protective equipment
- safe manual handling techniques for cleaning equipment and premises, especially bending, lifting and carrying heavy equipment
- environmental impacts of cleaning commercial kitchens and equipment and minimal impact practices to reduce these especially those that relate to water and energy use
- correct and environmentally sound disposal methods for kitchen waste including hazardous substances and recyclable glass and plastic bottles and containers
- equipment used to clean kitchen premises and equipment:
  - essential features and functions
  - safe operational practices
- for the specific organisation:
  - contents of cleaning schedules
  - contents of safety procedures for chemical accidents
  - reporting mechanisms for infestations
  - standards of presentation for the premises.

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	Evidence of the ability to: • efficiently clean food preparation, storage areas, large and small equipment, serviceware and utensils in

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this unit	commercial kitchens on multiple occasions according to cleaning schedules
	• work safely and use resources efficiently to reduce negative environmental impacts
	• integrate knowledge of:
	  • different types of cleaning agents and chemicals for kitchens and equipment
	  • cleaning sanitising and disinfecting methods for kitchens and equipment
	  • correct and environmentally sound disposal methods for waste and hazardous substances
	• complete cleaning tasks within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• equipment used to clean kitchen premises and equipment
	• a variety of commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens
	• commercial cleaning schedules
	• safety procedures for chemical accidents
	• MSDS for cleaning agents and chemicals and or plain English workplace documents or diagrams that interpret the content of MSDS.

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 observation of the individual cleaning a fully equipped commercial kitchen and storage areas
	• inspection of areas cleaned by the individual
	• written or oral questioning to assess knowledge of:
	  • the importance and purpose of cleaning regimes
	  • different types of cleaning agents and chemicals
	  • cleaning sanitising and disinfecting methods
	  • disposal methods for waste and hazardous substances

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- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- BSBWOR203B Work effectively with others
- SITXWHS101 Participate in safe work practices
- SITXWHS301 Identify hazards, assess and control safety risks
- TLIE1005A Carry out basic workplace calculations.

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.

Cleaning agents and chemicals include:

- automatic dishwasher:
  - liquid
  - powder
  - tablets
- bleach
- cleaning agents for specialised surfaces
- deodorisers
- dishwashing liquid
- disinfectants
- floor cleaners
- glass cleaner
- pesticides
- stainless steel cleaner and polish
- window cleaner.

Kitchen equipment includes:

- appliances
- cooking equipment
- dishwashers

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- extraction fans
- garbage bins
- glasswashers
- measures
- mechanical food preparation equipment:
  - bowl choppers
  - commercial mixers food processors, blenders and attachments
  - mincers
  - slicing machines
- ovens
- scales
- thermometers.

Serviceware and utensils may include:

- chopping boards
- containers
- cooking utensils
- crockery
- cutlery
- dishes
- glassware
- graters
- knives
- pans
- pots.

Kitchen surfaces include:

- floors
- shelves
- walls.

Food preparation and storage areas include:

- benches and working surfaces
- cool rooms
- cupboards
- freezers
- fridges
- microwaves
- ovens
- storerooms
- stoves.

Safety procedures may relate to:

- disposal of contaminated food
- first aid
- treatment of food preparation area and equipment to avoid any risk to food.

Linen may include:

- cleaning cloths

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- clothing
- napkins
- serving cloths
- tablecloths
- tea towels.

Kitchen waste may include:

- animal fat
- any used or out of date ingredient or food item
- broken serviceware
- cooking oils
- food waste
- ghee
- grease
- hazardous substances
- oils
- pest waste.

Cleaning equipment may include:

- cloths
- dishwashers
- brooms, brushes and dustpans
- buckets
- cleaning cloths
- floor scrubbers or polishers
- mops
- pressurised steam and water cleaners
- swabs
- waste sink for mops.

Personal protective equipment may include:

- face masks
- gloves
- goggles
- rubber aprons.

Recyclables may include:

- glass bottles and jars
- plastics
- paper and cardboard
- tin or aluminium containers
- fruit and vegetable matter.

Hazardous substances may include:

- animal fat
- chemicals
- cleaning agents
- cooking oils
- ghee
- grease.

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Unit Sector(s)

Hospitality

Competency Field

Kitchen Operations

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SITXFSA101 Use hygienic practices for food safety

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXOHS002A Follow workplace hygiene procedures. Updated and re-categorised to Food Safety.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.

Application of the Unit

This unit applies to all tourism, hospitality and catering organisations with permanent or temporary kitchen premises or smaller food preparation or bar areas.

This includes restaurants, cafes, clubs, hotels, bars, tour operators, attractions, function, event, exhibition and conference caterers, educational institutions, aged care facilities, correctional centres, hospitals, defence forces, cafeterias, kiosks, canteens, fast food outlets, residential caterers, in-flight and other transport caterers.

It applies to food handlers which can be any person who directly handles food or food contact surfaces food such as cutlery, plates and bowls. People at many levels use this skill in the workplace during the course of their daily activities, including cooks, chefs, caterers, kitchen stewards, kitchen hands, bar and food and beverage attendants and sometimes room attendants and front office staff.

Licensing/Regulatory Information

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code).

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In some states and territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Follow hygiene procedures and identify food hazards.	1.1 Follow organisational ***hygiene procedures***. 1.2 Promptly report ***unsafe practices*** that breach hygiene procedures. 1.3 Identify ***food hazards*** that may affect the health and safety of customers, colleagues and self. 1.4 Remove or minimise the hygiene hazard and report to appropriate person for follow up.
2. Report any personal health issues.	2.1 Report any personal ***health issues*** likely to cause a hygiene risk. 2.2 Report incidents of food contamination resulting from personal health issues. 2.3 Cease participation in food handling activities where a health issue may cause food contamination.
3. Prevent food contamination.	3.1 Maintain clean clothes, wear required personal protective clothing and only use organisation-approved bandages and dressings. 3.2 Prevent food contamination from clothing and ***other items worn***. 3.3 Prevent unnecessary direct contact with ready to eat food. 3.4 Avoid ***unhygienic personal contact*** with food or ***food contact surfaces***.

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	3.5 Avoid ***unhygienic cleaning practices*** that may cause food-borne illnesses.
4. Prevent cross contamination by washing hands.	4.1 ***Wash hands at appropriate times*** and follow hand washing procedures consistently. 4.2 Wash hands using ***appropriate facilities***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to verbally report hygiene hazards and poor organisational practice
- literacy skills to comprehend workplace documents or diagrams that interpret the content of:
  - organisational food safety program
  - hygiene and food safety procedures
  - Hazard Analysis and Critical Control Points (HACCP) practices
- problem-solving skills to identify and report hygiene hazards.

Required knowledge

- basic aspects of national, state or territory food safety laws, standards and codes. This would include:
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Code
  - hygiene actions that must be adhered to by businesses to avoid food-borne illnesses
  - employee responsibility to participate in hygienic practices
  - reasons for food safety programs and what they must contain
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
- basic aspects of HACCP method of controlling food safety
- for the specific industry sector and organisation:
  - major causes of food contamination and food-borne illnesses
  - sources and effects of microbiological contamination of food
  - workplace hygiene hazards when handling food and food contact surfaces
  - basic content of organisational food safety program
  - the contents of hygiene and food safety procedures
  - hygienic work practices for individual job roles and responsibilities.

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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:

- integrate the use of predetermined hygiene procedures and food safety practices within day-to-day food handling work functions
- integrate, into daily work activities, knowledge of the basic aspects of food safety standards and codes and the ramifications of disregarding this.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial food preparation area, bar or kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- food ingredients and ready to eat food items
- current plain English regulatory documents distributed by the national, state, territory or local government food safety authority
- the Code
- current commercial food safety programs, policies and procedures used for the management of food safety.

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 observation of the candidate using hygienic work practices during an integrated assessment of operative functions, such as cleaning and tidying bars, cooking at a camp site, preparing meals in a commercial kitchen, storing unused foodstuffs
- use of problem-solving exercises so the individual can respond to a range of situations where food hazards exist
- written or oral questioning to assess knowledge of the content of hygiene procedures and food safety standards and codes
- review of portfolios of evidence and third-party workplace

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reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices
- SITXFSA202 Transport and store food
- any commercial cookery, commercial catering, patisserie, Asian cookery or food and beverage unit involving food preparation.

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.

Hygiene procedures:

- may cover:
  - cleaning and sanitising practices to avoid contamination of food
  - food storage
  - handling and disposal of garbage
  - personal hygiene
  - regular hand washing
  - safe and hygienic handling of food and beverages
  - safe handling and disposal of linen and laundry
  - suitable dress and personal protective equipment and clothing
  - use of cleaning equipment, clothes and materials to avoid contamination of food
- may be:

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- covered by staff training programs
- documented in the organisational food safety program
- required by the national food safety code.

Unsafe practices may include:

- being asked to participate in unhygienic work practices
- food handling practices that may result in the contamination of food
- ignoring the direction of:
  - hygiene signage
  - supervisors
  - managers
- lack of:
  - required hygiene signage
  - training in hygiene procedures
- outdated practices not in keeping with current organisational procedures
- poor personal hygiene and cleaning practices that may result in cross-contamination of food and other items
- practices inconsistent with organisational food safety program
- seeing others using unhygienic work practices
- use of broken or malfunctioning equipment.

Food hazards may include:

- airborne dust
- colleagues without appropriate training or understanding of good hygiene practices, policies and procedures
- contaminated food
- contaminated garbage
- dirty equipment and utensils
- equipment not working correctly, such as fridge and temperature probes
- items, such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions
- use of practices not in keeping with current organisational activities
- vermin.

Health issues may relate to:

- airborne diseases
- food borne diseases
- infectious diseases.

Other items worn may include:

- bandages
- hair accessories
- jewellery
- watches.

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Unhygienic personal contact may involve:	• transferring micro-organisms by:
	  • blowing nose
	  • coughing
	  • drinking
	  • eating
	  • scratching skin and hair
	  • sneezing
	  • spitting
	  • touching wounds
	• transmitting tobacco products by smoking.

Food contact surfaces may include:	• chopping boards • containers • cooking utensils • crockery • cutlery • glassware • pots and pans • sinks • workbenches.

Unhygienic cleaning practices may involve:	• cleaning food contact surfaces with linen, tea towels and towels that may be contaminated with human waste:
	  • blood
	  • body secretions
	  • faeces
	• using dirty:
	  • cleaning cloths
	  • tea towels
	• spreading bacteria from bathroom or bedroom areas to mini-bar or kitchen areas in an accommodation facility.

Wash hands at appropriate times might include:	• before commencing or recommencing work with food
	• immediately after:
	  • handling raw food
	  • smoking, coughing, sneezing, blowing the nose, eating, drinking, and touching the hair, scalp or any wound
	  • using the toilet.

Appropriate facilities for hand washing may include:	• designated hand washing sink • liquid soap • single use towels • warm running water.

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Unit Sector(s)

Cross-Sector

Competency Field

Food Safety

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SITXFSA202 Transport and store food

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFSA003A Transport and store food in a safe and hygienic manner. Prerequisite removed. Title simplified. Minor adjustments to expression of content to streamline and improve unit. Wording adjusted to better reflect regulatory requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to transport food from a food preparation area to another location. It also deals with holding or storage on arrival.

Application of the Unit

This unit applies to catering operations where food is transported from the preparation area to another location and stored on arrival. This could include restaurants, educational institutions, aged care facilities, hospitals, defence forces, cafeterias, kiosks, cafes, residential catering, in-flight and other transport catering, events catering and private catering. It applies to food handlers who directly handle food when transporting and storing food. People at many levels use this skill in the workplace including cooks, chefs, caterers and catering assistants.

The person transporting the food may or may not be driving the vehicle.

Licensing/Regulatory Information

Food handlers involved in transporting and storing food must comply with the requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code). Business may be required to implement a food safety program and food handlers would need to comply with the transportation provisions.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Transport food safely and hygienically.	1.1 Select suitable food ***transportation*** vehicles according to ***legislative requirements***. 1.2 Package, load, restrain and unload food appropriately. 1.3 Use hygienic food safety practices for food transportation 1.4 Use safe manual handling techniques when moving and storing food. 1.5 Maintain records of food transportation as required.
2. Store food safely and hygienically.	2.1 Select food storage conditions for ***specific food types***. 2.2 Maintain ***environmental conditions*** for specific food types to ensure freshness, quality and appearance. 2.3 Ensure storage and holding methods optimise nutritional quality and comply with relevant stock control principles. 2.4 Use hygienic food safety practices and observe work health and safety procedures and practices. 2.5 Keep storage areas free from contaminants and pests.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read work instructions and food labels

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  - complete records of food transportation
- numeracy skills to calculate quantities during the packing and unpacking process
- problem-solving skills to deal with routine food handling, storage and transportation problems.

Required knowledge

- basic aspects of national, state or territory food safety laws, standards and codes, including:
  - actions that must be adhered to by organisations
  - employee responsibility to participate in hygienic practices
  - reasons for food safety programs, when they are required for transportation activities and what they must contain
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Code
- advantages and disadvantages of different forms of transport for particular food items, quantities and circumstances
- safe storage principles and practices for different food types, including storage options
- characteristics of different food items and conditions required to maintain optimum freshness, palatability and safety, including:
  - dairy
  - dried goods
  - eggs
  - frozen food
  - fruit and vegetables
  - meat and fish
- for the specific industry sector and organisation:
  - sources and effects of microbiological contamination of food in transit
  - methods of transportation and storage to ensure the safety of food
  - temperature controls and temperature danger zones, for storage of main food types used in the business
  - the contents of food safety transportation procedures included in organisational food safety program
- safe manual handling techniques, in particular loading and unloading, lifting and dealing with heated surfaces.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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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:
	• transport and store food items according to food safety requirements and regulations
	• demonstrate knowledge of specific requirements for different food types, including:
	  • dairy
	  • dried goods
	  • eggs
	  • frozen food
	  • fruit and vegetables
	  • meat and fish.

Context of and specific resources for assessment	Assessment must ensure use of: • vehicles suitable for the transportation of food • food ingredients and ready to eat food items to be transported • industry-current equipment for the transportation and storage of food • current plain English regulatory documents distributed by the national, state, territory or local government food safety authority • the Code • current commercial food safety programs, policies and procedures used for the management of food safety.
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 observation of the individual transporting and storing food items • inspection of food transported and stored by the individual • use of case studies to assess knowledge of requirements for different food types • written or oral questioning to assess knowledge of food safety requirements • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment

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assessment	activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHCCC104 Package prepared foodstuffs • SITXFSA101 Use hygienic practices for food safety.

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.

Type of ***transportation*** used may include:	• cars • refrigerated trucks • trolleys, carts and buggies • vans.
Legislative requirements refer to federal, state or territory, and local regulations and guidelines and may apply to:	• food safety programs • lining • sealing • temperature.
Specific food types may include:	• dairy • dried goods • eggs • frozen food • fruit and vegetables • meat and fish.
Environmental conditions may relate to:	• humidity • light • pests • temperature.

Unit Sector(s)

Cross-Sector

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Competency Field

Food Safety

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SITXFSA401 Develop and implement a food safety program

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFSA002A Develop and implement a food safety program. Prerequisite removed. Minor adjustments to expression of content to streamline and improve unit. Wording adjusted to better reflect regulatory requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a food safety program for the all stages in the food production process including receipt, storage, preparation, service and disposal. It requires the ability to determine program requirements and prepare policies and procedures for other personnel to follow.

Application of the Unit

This unit applies to all tourism, hospitality and catering organisations with permanent or temporary kitchen premises or smaller food preparation areas.

This includes restaurants, cafes, clubs, hotels, tour operators, attractions, function, event, exhibition and conference caterers, educational institutions, aged care facilities, correctional centres, hospitals, defence forces, cafeterias, kiosks, canteens, fast food outlets, residential caterers, in-flight and other transport caterers.

A food safety program would most commonly be based on the Hazard Analysis and Critical Control Points (HACCP) method but this unit can apply to other food safety systems.

It applies to senior personnel who work independently and who are responsible for making strategic decisions on establishing and monitoring risk control systems for food-related hazards. This could include chefs, kitchen managers, catering managers, fast food store managers and owner-operators of small business catering operations or retail food outlets.

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Licensing/Regulatory Information

Food businesses must comply with requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code). The Code contains a non-mandatory standard for the development of a food safety program.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Evaluate organisational requirements for food safety program.	1.1 Evaluate ***organisational characteristics*** that impact on food safety. 1.2 Examine food handling operations and processes and identify potential or existing ***food hazards***. 1.3 Identify ***critical control points*** in food preparation system where food hazards must be controlled. 1.4 Identify product suppliers and determine quality assurance specifications for foodstuffs supplied. 1.5 Evaluate existing product specifications for food items prepared and sold. 1.6 Evaluate existing ***policies and procedures*** and monitoring practices, including record keeping, and assess need for change.
2. Develop food safety program to control hazards.	2.1 Consult with stakeholders in program development. 2.2 Integrate regulatory requirements and standards into policies and procedures. 2.3 Establish and document critical control points and control methods for each point. 2.4 Develop procedures for systematic ***monitoring of controls*** and associated record keeping.

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	2.5 Develop corrective action procedures for uncontrolled hazards.
	2.6 Develop or modify and record product specifications covering food items prepared and sold.
	2.7 Identify training needs and develop training program.
	2.8 Develop schedule for regular review of food safety program.
	2.9 Document food safety program and provide to regulatory authorities as required.
3. Implement food safety program.	3.1 Communicate food safety programs, policies, procedures and product specifications to colleagues and ensure display of appropriate signage and access to information.
	3.2 Organise appropriate training and mentoring.
	3.3 Monitor operational activities to ensure that policies and procedures are followed.
	3.4 Manage response to ***incidents of uncontrolled food hazards*** and oversee implementation of corrective action procedures.
	3.5 Make changes to practices that led to the food safety breach, and document, communicate and implement changes.
	3.6 Maintain ***food safety management documents***.
4. Participate in food safety audit.	4.1 Ensure food safety program is audited as required by legislation.
	4.2 Participate in food safety program audits and provide assistance to inspectors.
	4.3 Retain records of food audits according to legislative requirements.
5. Evaluate and revise food safety program.	5.1 Conduct scheduled review of food safety program in consultation with colleagues.
	5.2 Validate required food safety controls.
	5.3 Review policies, procedures, product specifications, monitoring systems and record keeping methods, and revise as required.
	5.4 Prepare and document amended food safety program and provide to regulatory authorities as required.
	5.5 Communicate changes and monitor inclusion in production processes.
	5.6 Identify and respond to additional training needs based on changes to food safety practices.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - consult on and review food safety program
  - provide information to colleagues
- critical thinking skills to evaluate and respond to a range of strategic and operational factors that influence the food safety program
- literacy skills to:
  - interpret sometimes complex materials describing regulatory requirements relating to food safety
  - develop and write comprehensive food safety programs and procedures
- numeracy skills to work with the concepts of measurement
- planning and organising skills to coordinate and respond to multiple and interrelated operational challenges
- problem-solving skills to proactively identify and respond to systemic operational issues.

Required knowledge

- ptions for the structure and implementation of a food safety program, including the use of the HACCP method as the basis
- consultative and communication mechanisms used by organisations to develop and implement procedural systems
- key features of federal, state or territory and local food safety compliance requirements as they impact food safety program development, including:
  - contents of national codes and standards that underpin regulatory requirements
  - components of a food safety program, especially procedures and monitoring documents
  - local government food safety regulations and audit frequencies
  - consequences of failure to observe food safety policies and procedures
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Code
- HACCP or other food safety system principles, procedures and processes as they apply to particular operations and different food types, including:
  - critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the storage, preparation, display, service and cooking, cooling and transporting of food
  - methods of food storage, production, display, service and cooking, cooling and transporting, especially, appropriate temperature levels for each of these processes
  - main types of safety hazards and contamination
  - conditions for development of microbiological contamination
  - environmental conditions, including temperature controls, for storage
  - temperature danger zone and the two-hour and four-hour rule
- equipment operating procedures, especially how to calibrate, use and clean a temperature probe and how to identify faults

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- choice and application of cleaning, sanitising and pest control equipment and materials
- high risk customer groups, such as:
  - children or babies
  - pregnant women
  - aged persons
  - people with immune deficiencies or allergies.

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:
	• develop and implement a complete food safety program in line with regulatory requirements, that includes:
	  • policies
	  • procedures
	  • product specifications
	  • monitoring documents
	• monitor, evaluate and make ongoing improvements to food safety program over a period of time
	• demonstrate knowledge of food safety systems and options for a service industry food preparation organisation.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational food preparation area or commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• current plain English regulatory documents distributed by the national, state, territory or local government food safety authority
	• the Code
	• current commercial food safety programs, policies and procedures used for the management of a food

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preparation team.

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:

- review of a completed food safety program developed by the individual inclusive of policies, procedures and product specifications
- use of case studies to assess ability to develop programs to meet differing workplace needs, including responding to uncontrolled hazards
- written or oral questioning to assess knowledge of regulatory requirements and food safety systems, such as HACCP and their application to different situations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITHKOP403 Coordinate cooking operations
- SITHKOP404 Plan catering for events or functions.

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.

Organisational characteristics may include:

- clientele:
  - at risk client groups with a higher than average risk of harm from food contamination, such as:
    - aged persons
    - children or babies
    - people with immune deficiencies or allergies
    - pregnant women
- equipment
- existing prerequisite programs
- facilities
- food items prepared and sold

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- re-thermalisation and service requirements
- size and nature of organisation.

Food hazards may be:

- actual or potential
- chemical
- environmental
- insects and vermin
- microbiological:
  - bacteria
  - natural poisons
  - moulds
  - yeast
- physical:
  - broken glass
  - metal
  - foreign objects
- process-related where food is vulnerable to contamination:
  - displayed food
  - need for food to be touched by hand
  - re-thermalisation or defrosting
  - processes involving temperatures that promote rapid growth of micro-organisms.

Critical control points include:

- receiving
- storing
- preparing
- processing
- displaying
- serving
- packaging
- transporting
- disposing.

Policies and procedures may relate to:

- audit
- cleaning and sanitation
- communication
- contingency management
- corrective actions
- equipment maintenance
- evaluation
- food:
  - supply
  - receiving

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- storage
- preparation
- display
- service
- disposal

- hazards:
  - control methods for each critical point
  - corrective actions
  - systematic monitoring of hazard controls and record keeping
- personal considerations:
  - dress
  - hygiene
  - protective equipment and clothing
- pest control
- record maintenance
- training.

Monitoring of controls may involve:

- bacterial swabs and counts
- checking and recording that food is stored in appropriate timeframes
- chemical tests
- monitoring and recording food temperatures
- monitoring and recording temperature of cold and hot storage equipment
- visual examination of food for quality review.

Incidents of uncontrolled food hazards may include:

- customer complaints
- existence of pests and vermin
- food not under temperature control
- food poisoning
- misuse of single use items
- spoilt or contaminated food
- stocks of out-of-date foodstuffs
- unclean equipment.

Food safety management documents may include:

- audit reports
- audit tables
- customer complaint forms
- documented food safety program
- food flow diagrams
- food production records
- hazard analysis table
- incident reports where food hazards are found not to be

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under control
- policies, procedures and product specifications
- records of the monitoring of hazard controls, including:
  - any record required by local legislation
  - illness register
  - list of suppliers
  - temperature control data
  - training logs
- verification records.

Unit Sector(s)

Cross-Sector

Competency Field

Food Safety

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SITXINV202 Maintain the quality of perishable items

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.1	Editorial correction to modification history.
1.0	N Replaces but is not equivalent to SITHCCC003B Receive and store kitchen supplies. There was confused intent with, and duplication across, the two units SITXINV001A Receive and store stock and SITHCCC003B Receive and store kitchen supplies. The unit SITXINV001A Receive and store stock covered stock control for all types of stock. This unit now only covers the particular skills and knowledge required to store perishable supplies in optimum conditions to minimise wastage and avoid food safety hazards. New title applied for clarity. Moved to Inventory competency field to better reflect the content of this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for commercial cookery or catering operations. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.

It does not include general stock control processes which are covered by the unit SITXINV201 Receive and store stock.

Application of the Unit

This unit is particularly important within a food safety regime and applies to hospitality and catering organisations including hotels, restaurants, clubs, educational institutions, health establishments, defence forces, cafeterias, residential caterers, in-flight and other transport caterers, event and function caterers.

People at many levels use this skill in the workplace during the course of their daily activities including cooks, chefs, caterers, and kitchen attendants.

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Licensing/Regulatory Information

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

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and 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. Store supplies in appropriate conditions.	1.1 Conduct ***temperature checks*** on delivered goods ensuring they are within specified tolerances. 1.2 Record temperature results according to organisational procedures. 1.3 Identify any ***deficiencies***, with delivered food items, ***reject supply*** within scope of responsibility or report findings. 1.4 Choose and prepare correct ***environmental conditions*** for the storage of perishable ***supplies***. 1.5 Date code all perishable supplies to maximise use. 1.6 Promptly store supplies in appropriate storage area to minimise wastage and avoid food contamination.
2. Maintain perishable supplies at optimum quality.	2.1 Regularly check and adjust the environmental conditions of all storage areas and equipment to maintain perishable supplies at optimum quality. 2.2 Conduct temperature checks according to food safety

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	procedures and protect supplies from spoilage. 2.3 Protect supplies from damage of cross-contamination and pests. 2.4 Rotate perishable supplies for maximum use according to expiration dates.
3. Check perishable supplies and dispose of spoilt stock.	3.1 Regularly check all perishable supplies for ***quality***. 3.2 Inspect items for animal and pest damage and report incidents of infestation. 3.3 Identify any deficiencies, report findings or dispose of any non-usable supplies within scope of responsibility. 3.4 Safely dispose of spoilt stock and waste to minimise negative environmental impacts.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make simple verbal reports on the disposal of perished supplies
- literacy skills to:
  - read and comprehend date code and stock rotation labels
  - write date code and stock rotation labels and simple documents that record temperature results
- numeracy skills to:
  - use a thermometer correctly to measure temperatures
  - estimate times for regular temperature checks
- planning and organising skills to regularly check and adjust the environmental conditions of storage areas
- problem-solving skills to:
  - evaluate quality of stored supplies and make adjustments to their storage conditions to ensure a quality product
  - monitor storage temperatures and adjust according to identified discrepancies
  - identify unsafe and perished supplies and dispose of them
- teamwork skills to report incidents of spoilage to supervisors
- technology skills to use thermometers and adjust temperature and humidity controls on storage equipment.

Required knowledge

- contents of stock date codes and rotation labels
- meaning of:
  - wastage to a commercial catering organisation and reasons to avoid it

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    - contaminated food as defined by the Australia New Zealand Food Standards (ANZFS) Code
- reasons for protecting food from contamination
- different types of contamination:
    - microbiological
    - chemical
    - physical
- methods of rejecting contaminated food
- correct environmental storage conditions for the main food types used in a commercial kitchen:
    - beverages
    - dairy products
    - canned products
    - dry goods
    - food
    - frozen goods
    - fruit
    - meat
    - oils
    - poultry
    - seafood
    - vacuumed sealed items
    - vegetables
- food safety procedures and standards for storage of perishable supplies:
    - appropriate containers
    - labelling and coding
    - first in first out methods
    - storage environments
    - temperature, humidity, light and ventilation specifications for storage
    - cleaning and sanitising processes for food storage areas
    - quarantining the storage of items that are likely to be the source of contamination of food, including chemicals, clothing and personal belongings
- indicators of spoilage and contamination of perishable supplies:
    - degradation of flavour, aroma, colour and texture
    - enzymic browning
    - drying and hardening
    - crystalisation
    - infestation of animal and pest waste
    - mould
    - exposed packaged food through damaged packaging

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  - odour
- correct and environmentally sound disposal methods for kitchen waste and hazardous substances.

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:
	• maintain the quality of a diverse range of perishable supplies for commercial cookery or catering operations including these main food groups:
	  • beverages
	  • dairy products
	  • canned products
	  • dry goods
	  • frozen goods
	  • fruit
	  • meat
	  • oils
	  • poultry
	  • seafood
	  • vacuumed sealed items
	  • vegetables
	• integrate knowledge of:
	  • correct environmental storage conditions for the main food types
	  • food safety procedures and standards for storage of perishable supplies
	  • indicators of spoilage and contamination of perishable supplies
	• integrate checks on perishable supplies with other duties and within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of: • an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines;

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this can be a:

- real industry workplace
- simulated industry environment such as a training kitchen servicing customers

- thermometers and temperature recording charts
- a diverse and comprehensive range of perishable food supplies.

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 observation of the individual date coding perishable supplies and storing them in appropriate environmental conditions
- evaluation of temperature records completed by the individual
- problem solving exercise to assess the individual's ability to identify a range of spoilt and contaminated food items
- written or oral questioning to assess knowledge of correct environmental storage conditions, food safety procedures and standards and indicators of spoilage and contamination
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC104 Package prepared foodstuffs
- SITHCCC205 Produce cook-chill and cook freeze foods
- SITHCCC206 Rethermalise chilled and frozen foods
- SITXINV201 Receive and store stock
- SITXWHS101 Participate in safe work practices
- TLIE1005A Carry out basic workplace calculations.

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,

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accessibility of the item, and local industry and regional contexts) may also be included.

Temperature checks may relate to:	• cold or chilled foods • frozen foods • ingredients • raw foods • reheated foods or ingredients.

Deficiencies may include:	• contaminated food
	• food that is intended to be:
	  • frozen but has thawed
	  • chilled but has reached a dangerous temperature zone
	• packaged food that is exposed through damaged packaging.

To ***reject supply*** may involve:	• rejecting supply immediately on delivery by supplier • rejecting supply of goods delivered under concession and not formally received • quarantining contaminated food from other food until the rejection is finalised • returning food to the supplier • disposing of contaminated food with consent of the supplier.

Environmental conditions may involve:	• correct application of humidity and temperature controls
	• correct ventilation
	• protecting perishables from exposure to:
	  • heating or air conditioning
	  • accidental damage through people traffic
	  • environmental heat and light
	• sanitary cleanliness
	• storing perishables:
	  • in dry stores
	  • in cool rooms
	  • in freezers
	  • in refrigerators
	  • sanitised and hygienic conditions
	  • at room temperature.

Supplies include:	• beverages • dairy products • canned products • dry goods • food • frozen goods

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- fruit
- meat
- oils
- poultry
- seafood
- stock on hand
- vacuumed sealed items
- vegetables.

Quality may include:

- currency of best by or use by dates
- freshness
- size
- weight.

Unit Sector(s)

Cross-Sector

Competency Field

Inventory

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SITXINV401 Control stock

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comment
1.0	N Replaces but is not equivalent to SITXINV002A Control and order stock. Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Technology skills and knowledge added. Prerequisites removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock.

Application of the Unit

This unit applies to the tourism, travel, hospitality and event industry sectors.

The unit is relevant to organisations where stock control is an integral and essential part of business operations, and where there are complex ordering and control issues to be considered. The unit is not appropriate for situations where stock management is very simple, such as controlling stationery supplies in a small office.

It applies to stock control personnel who operate independently, have responsibility for others and make a range of decisions on the overall administration of stock.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and 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. Maintain stock levels and records.	1.1 Use ***stock control systems*** and equipment to administer all stock control and ordering processes. 1.2 Monitor and maintain ***stock*** levels to meet organisational requirements. 1.3 Monitor stock security and adjust procedures as required. 1.4 Inform colleagues of their individual stock ordering responsibilities. 1.5 Maintain records of stock levels and create reports according to organisational procedures. 1.6 Monitor stock performance, and identify and report fast or slow selling items. 1.7 Monitor and adjust stock reorder cycles.
2. Process stock orders.	2.1 ***Process orders*** for stock according to organisational procedures. 2.2 Maintain stock levels and record current accurate details. 2.3 Check and record incoming stock against purchase and supply agreements.
3. Minimise stock losses.	3.1 Regularly check the storage of stock and ensure its ***protection***. 3.2 Identify, record and report ***stock losses***. 3.3 Identify avoidable losses and establish reasons for them. 3.4 Recommend solutions and implement procedures to prevent future losses.
4. Follow up orders.	4.1 Monitor the delivery of stock to ensure agreed deadlines are met. 4.2 Liaise with suppliers to ensure continuity of supply. 4.3 Resolve routine supply problems or refer to appropriate person for action.

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	4.4 Distribute stock within the organisation according to required allocations.
5. Organise and administer stocktakes.	5.1 Organise stocktakes at appropriate intervals. 5.2 Allocate stocktaking responsibilities to staff and supervise the operation of the stocktake. 5.3 Produce accurate stocktake reports within designated timelines.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with suppliers about deliveries and discrepancies
  - discuss reasons for stock losses with staff
  - provide clear directions to staff about their stocktaking responsibilities
- critical thinking skills to analyse stock performance, and identify fast or slow-selling items
- literacy skills to:
  - read and interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational procedures
  - write detailed reports on stock levels, performance, losses and stocktakes
- numeracy skills to calculate supplier costs and complex order costs, reconcile incoming stock and invoices against purchase orders, calculate complex details of stock on hand and stock losses and produce complex numerically based reports
- planning and organising skills to efficiently order and maintain stock so that stock levels meet organisational requirements
- problem-solving skills to identify reasons for stock losses, recommend solutions and implement procedures to prevent future losses
- teamwork skills to direct staff on ordering responsibilities and supervise staff participation in stocktakes
- technology skills to use:
  - a computer and keyboard
  - the system capabilities and functions of a stock control system
  - electronic equipment used for stock control.

Required knowledge

- principles of stock control, including:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - checking for slow moving items

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  - segregation of non-food items from food items that have potential to cross-contaminate
- for the specific industry sector:
  - different types of computer stock control systems used, their functions and features
  - electronic equipment used for stock control; their functions and features
  - stock security systems
  - types of storage and their suitability for different kinds of stock

methods to monitor and maintain stock levels

- for the specific organisation:
  - relevant stock, including product life and storage requirements for specific goods
  - departmental or individual stock ordering responsibilities
  - full content of stock control and security procedures
  - sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - full content of stock ordering procedures and documents
  - stock reorder cycles
  - stock level reports
  - stock performance reports
  - stock loss reports
  - full content of stocktake procedures, documents and reports
- reasons for stock loss and damage and methods to control these.

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: • order, control and administer continuous and efficient supply of a diverse range of stock • monitor and maintain stock levels over a stock life-cycle period which includes a stocktake • produce and distribute multiple and diverse stock control reports • complete stocktakes • integrate, into daily work activities, knowledge of stock control procedures • complete stock order and reporting activities within

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commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event industry stock control environment where stock levels are monitored and maintained
- computers, printers and stock control software systems currently used by the tourism, hospitality or event industry
- electronic equipment used for stock control
- a diverse and comprehensive range of tourism, hospitality or event industry stock items that are monitored and maintained
- current commercial stock control procedures and documentation for the ordering, monitoring and maintenance of stock.

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 observation, using role plays, of the individual:
  - resolving stock delivery issues with suppliers
  - supervising the operation of a stocktake
- projects and activities that allow assessment of the individual's ability to:
  - process stock orders
  - monitor and maintain stock levels over a stock life-cycle period which includes a stocktake
- review of reports prepared by the individual:
  - stock level
  - stock performance
  - stock loss
- use of problem-solving activities so the individual can suggest methods for minimising stock losses
- written or oral questioning to assess knowledge of the principles of stock control, procedures for stock management and stocktakes
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

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- BSBWRT401A Write complex documents
- SITXMGT401 Monitor work operations
- SITXWHS401 Implement and monitor work health and safety practices.

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.

Stock control systems may involve:

- bin cards
- imprest
- integrated point-of-sale systems
- ledgers
- stock control procedures, template documents and reports for:
  - ordering
  - levels
  - loss
  - performance
  - monitoring of quality
  - receipt
  - reorder cycles
  - rotation
  - security
  - stocktakes
  - valuation
  - wastage
- storage requirements for different kinds of stock
- use of :
  - electronic stock control equipment
  - stock control software systems.

Stock may include:

- alcohol
- cleaning agents and chemicals
- customer travel products:
  - luggage labels
  - travel bags

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- travel wallets
- tickets
- vouchers

- event supplies
- food:
  - dairy products
  - dry goods
  - frozen goods
  - fruit
  - meat
  - poultry
  - seafood
  - vegetables
- fuel:
  - aircraft
  - coaches
  - hire cars
  - vessels
- general stores
- housekeeping supplies
- linen
- merchandise
- non-alcoholic beverages:
  - mixers
  - juice
  - soft drink
  - tea coffee
- uniforms.

Process orders may involve:

- any method of ordering:
  - electronic
  - email
  - on-line
  - telephone
  - face-to-face
- placing an order for future delivery
- purchasing goods face-to-face and taking immediate delivery.

Protection may involve:

- avoiding cross contamination
- correct application of humidity and temperature controls
- correct ventilation

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	• securing stock • storing stock in correct location and conditions to avoid damage • treating pest and vermin infestations.
Stock losses may involve:	• inappropriate storage conditions • lack of rotation leading to product deterioration • overstocking • pests or vermin • theft.

Unit Sector(s)

Cross-Sector

Competency Field

Inventory

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TAEASS301B Contribute to assessment

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

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

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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.*

Elements and Performance Criteria

1. Clarify role and responsibilities in the assessment process	1.1 Discuss and confirm ***purpose of assessment*** with ***relevant people***
	1.2 Discuss and confirm ***benchmarks for assessment*** with qualified assessor
	1.3 Access, read and clarify ***assessment plan*** with qualified assessor
	1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant ***assessment system policies and procedures;*** organisational, legal and ethical requirements; and other relevant advice on assessment
	2.2 Clarify nominated ***assessment tools*** and methods for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear
	2.3 Discuss and confirm with relevant people ***assessment context,*** including candidate's characteristics and any need for ***reasonable adjustments***
	2.4 Confirm and arrange ***resource requirements*** in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	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
	3.2 Use ***assessment instruments*** to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures

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	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 4.3 Document areas for improvement in collecting evidence, for future assessment activities

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

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- 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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • carry out a minimum of three evidence-gathering activities, with different candidates for each activity • present documentation of the evidence in a clear and concise manner • present documented feedback from others involved in the assessment.
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	

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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.

Purpose of assessment may be:	• recognise current existing competency of candidates • determine if competency has been achieved following learning • establish candidate progress towards achievement of competence • determine language, literacy and numeracy needs of candidate • certify competence through a Statement of Attainment • establish progress towards a qualification • determine training gaps of candidate • measure work performance • classify employee and support career progression • meet organisational requirements for work, such as operating equipment or developing new skills • satisfy licensing or regulatory requirements.
Relevant people must include:	• qualified assessors • candidates.
Benchmarks for assessment:	• refer to criteria against which candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment plan must include:	• purpose and aims of assessment • context of assessment • relevant benchmarks for assessment • other assessment information and documentation identified as relevant.
Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, data management and information management • recognition of current competency, recognition of prior learning and credit arrangements.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance

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	(i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Assessment context may include:	• environment in which assessment will be carried out • relationship between units of competency and candidate's workplace • time period over which assessment takes place.

Reasonable adjustments may include:	• taking into account candidate's language, literacy and numeracy requirements
	• providing personal support services, such as arranging for:
	  • member of the community to accompany the candidate
	  • reader
	  • interpreter
	  • attendant carer
	  • scribe
	• using adaptive technology or special equipment
	• providing flexible assessment sessions to allow for such things as fatigue or administering of medication
	• format of assessment materials, such as:
	  • in Braille
	  • in first language
	  • use of audiotape or videotape
	• making adjustments to the physical environment
	• revising proposed assessment methods and instruments
	• considering age and gender
	• considering cultural beliefs, traditional practices and religious observances.

Resource requirements may include:	• resources specific to evidence-gathering activities • access to assessors • access to policy and procedures • access to subject and technical experts • OHS requirements • plant, equipment and technology.

Assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including:
	  • profiles of acceptable performance measures
	  • templates and proformas
	  • specific questions or activities
	  • evidence and observation checklists
	  • checklists for the evaluation of work samples

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	• recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS401B Plan assessment activities and processes

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

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
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text*

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	*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	1.1 Identify candidate and confirm ***purposes and context of assessment/RPL*** with relevant people according to l***egal, organisational and ethical requirements*** 1.2 Identify and access ***benchmarks for assessment/RPL*** and any specific assessment guidelines
2. Prepare the assessment plan	2.1 Determine evidence and ***types of evidence*** needed to demonstrate competence, according to the ***rules of evidence*** 2.2 Select ***assessment methods*** which will support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3 Document all aspects of the ***assessment plan*** and confirm with relevant personnel
3. Develop assessment instruments	3.1 Develop ***simple assessment instruments*** to meet target group needs 3.2 Analyse ***available assessment instruments*** for their suitability for use and modify as required 3.3 ***Map assessment*** instruments against unit or course requirements 3.4 Write clear instructions for candidate about the use of the instruments 3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes

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

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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.

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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 and organise the assessment process on a minimum of two occasions
	• collect evidence that demonstrates:
	  • documented assessment plans
	  • having covered a range of assessment events
	  • catering for a number of candidates
	  • different competency standards or accredited curricula
	  • an RPL assessment
	  • contextualisation of competency standards and the selected assessment tools, where required
	  • incorporation of reasonable adjustment strategies
	  • development of simple assessment instruments for use in the process
	  • organisational arrangements.

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. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information 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.

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Purposes of assessment/ RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.

Context of assessment/ RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace
	• opportunities for collecting evidence in a number of situations
	• relationships between competency standards and:
	  • evidence to support RPL
	  • work activities in the candidate's workplace
	  • learning activities
	• who carries out the assessment/RPL.

Organisational, legal and ethical requirements may include:	• assessment system policies and procedures
	• assessment strategy requirements
	• reporting, recording and retrieval systems for assessment, including RPL
	• quality assurance systems
	• business and performance plans
	• access and equity policies and procedures
	• collaborative and partnership arrangements
	• defined resource parameters
	• mutual recognition arrangements
	• industrial relations systems and processes, awards, and enterprise agreements
	• Australian Quality Training Framework
	• registration scope
	• human resources policies and procedures
	• legal requirements, including:
	  • anti-discrimination
	  • equal employment opportunity
	  • job role, responsibilities and conditions
	• relevant industry codes of practice
	• confidentiality and privacy requirements
	• OHS considerations, including:
	  • ensuring OHS requirements are adhered to during the

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	assessment process • identifying and reporting OHS hazards and concerns to relevant personnel.
Benchmarks for assessment/RPL may include:	• criterion against which the candidate is assessed or prior learning recognised, which may be: • competency standard/unit of competency • assessment criteria of course curricula • performance specifications of an enterprise or industry • product specifications.
Types of evidence may include:	• direct • indirect • supplementary.
Rules of evidence ensure that evidence collected is:	• valid • sufficient • authentic • current.
Assessment methods are the particular techniques used to gather evidence and may include:	• direct observation, for example: • real work/real time activities at the workplace • work activities in a simulated workplace environment • structured activities, for example: • simulation exercises and role-plays • projects • presentations • activity sheets • questioning, for example: • written questions, e.g. on a computer • interviews • self-assessment • verbal questioning • questionnaires • oral or written examinations (applicable at higher AQF levels) • portfolios of evidence, for example: • collection of work samples compiled by candidate • product with supporting documentation • historical evidence • journal or log book • information about life experience • review of products, for example: • testimonials and reports from employers and supervisors

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	• evidence of training • authenticated prior achievements • interview with employer, supervisor, or peer.
Assessment plan may include:	• overall planning document describing: • what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.
Simple assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including: • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
Available assessment instruments may include:	• commercially available instruments • those created by others inside the registered training organisation.
Map assessment means:	• showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS402B Assess competence

Modification History

Version	Comments
TAEASS402B	Released with *TAE10 Training and Education Training Package version 2.0*

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
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.*

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Elements and Performance Criteria

1. Prepare for assessment	1.1 Interpret ***assessment plan*** and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2 Access and interpret relevant ***benchmarks for assessment*** and nominated ***assessment tools*** to confirm the requirements for evidence to be collected 1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4 Organise ***specialist support*** required for assessment 1.5 Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1 Use agreed ***assessment methods*** and instruments to gather, organise and document evidence in a format suitable for determining competence 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to ***individual differences*** and enables two-way ***feedback*** 3.3 Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics 3.4 Access required specialist support in accordance with the assessment plan 3.5 Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence 4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence 4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan 4.4 Provide clear and constructive feedback to candidate regarding

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	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 5.2 Complete and process an assessment report according to agreed assessment procedures 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 ***consultation*** with relevant people to improve own future practice 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

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    - 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

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  - 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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• 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
	• assess at least one candidate for RPL
	• consider reasonable adjustment and the reasons for decisions in at least one assessment
	• cover an entire unit of competency and show:
	  • the application of different assessment methods and instruments involving a range of assessment activities and events
	  • two-way communication and feedback
	  • how judgement was exercised in making the assessment decision
	  • how and when assessment outcomes were recorded and reported

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	• assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements • how the assessment process was reviewed.
Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information 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.

Assessment plan may include:	• overall planning, describing:
	  • what is to be assessed
	  • when assessment is to take place
	  • where assessment is to take place
	  • how assessment is to take place.

Benchmarks for assessment:	• refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.

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Specialist support may include:	• assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels • support from lead assessors • advice from policy development experts.

Assessment methods include:	• particular techniques used to gather different types of evidence, such as:
	  • direct observation
	  • structured activities
	  • oral or written questioning
	  • portfolios of evidence
	  • review of products
	  • third-party feedback.

Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
Feedback may include:	• ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and

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	presentation.
Consultation may involve:	• moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS403B Participate in assessment validation

Modification History

Version	Comments
TAEASS403B	Released with *TAE10 Training and Education Training Package version 2.0*

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
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.*

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Elements and Performance Criteria

1. Prepare for validation	1.1 Discuss and confirm the approach to validation according to defined purposes, context, and relevant ***assessment system policies and procedures***
	1.2 Analyse relevant ***benchmarks for assessment*** and agree on the evidence needed to demonstrate competence
	1.3 Arrange ***materials*** for ***validation activities***
2. Contribute to validation process	2.1 Demonstrate active ***participation*** in validation sessions and activities using appropriate communication skills
	2.2 Participate in validation sessions and activities by applying the principles of assessment and rules of evidence
	2.3 Check all documents used in the validation process for accuracy and version control
3. Contribute to validation outcomes	3.1 Collectively discuss validation findings to support improvements in the quality of assessment
	3.2 Discuss, agree and record recommendations to improve assessment practice
	3.3 Implement changes to own assessment practice, arising from validation

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

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  - 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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • 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 • clearly explain purposes of validation and the legal and ethical responsibilities of assessors • collate documentation relating to validation process in a logical manner • demonstrate communication and liaison with relevant people • provide feedback and interpret documentation in validation sessions • record contribution to validation findings.
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. Assessment must ensure access to: • assessment reports and records • other documentation relevant to validation.
Method of assessment	
Guidance information	

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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.

Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, and data and information management • recognition of current competency, recognition of prior learning and credit arrangements • assessment reporting procedures • assessment appeals • candidate grievances and complaints • validation • evaluation and internal audit • costs and resourcing • access and equity, and reasonable adjustment • partnership arrangements • links with human resource or industrial relations system • links with overall quality management system.
Benchmarks for assessment:	• refers to criterion against which the candidate is assessed • may be one or more units of competency or assessment criteria of course curricula.
Materials may include:	• assessment tools • samples of collected evidence • documentation outlining the basis of assessment decisions • reports and records of assessment decisions • samples of benchmarks of appropriate evidence • Assessment Guidelines of the relevant training packages • information from the evidence guide of the relevant units of competency.

Validation activities may include:	• analysing and reviewing:
	  • assessment tools
	  • collected evidence
	  • assessment decisions and records of assessment outcomes

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	• other aspects of assessment policies, processes and outcomes • recording evidence of validation processes and outcomes.
Participation may include comparison and evaluation of:	• assessment practices • assessment plans • interpretation of units of competency • assessment methods and instruments • assessment decisions • collected evidence.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	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

Application of the unit	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

Prerequisite units		

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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 ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** 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 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information,

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ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- verbaland 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:

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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

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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 aminimum 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).

Range Statement

RANGE STATEMENT

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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.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	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

Application of the unit	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

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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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 ***learning program documentation*** to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 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 2.2. Develop ***session plans*** and document these for each segment of the learning program 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 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 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 4.2. Use the diversity of the group as another resource to

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ELEMENT	PERFORMANCE CRITERIA
	support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 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 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage ***inappropriate behaviour*** to ensure learning can take place 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:

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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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange 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:
	• facilitate group-based learning by preparing and delivering a series of training sessions, including:
	  • 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
	  • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
	• identify and respond to diversity and individual needs
	• access and use documented resources and support personnel to guide inclusive practices.

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. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
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).

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
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.	

Learning program documentation may include:	• competencies or other benchmarks to be achieved
	• for each chunk or segment of the learning program:
	  • specific learning outcomes derived from the benchmarks
	  • overview of content to be covered
	  • learning resources, learning materials and activities
	  • delivery methods
	• number and duration of training sessions or classes required, and overall timelines
	• OHS issues to be addressed in delivery
	• identification of assessment points to measure learner progress
	• assessment methods and tools to be used to collect evidence of competency, where assessment is required.

Session plans may include:	• outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
Inappropriate behaviour may include:	• violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	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

Application of the unit	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

Prerequisite units		

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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. Establish effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address ***OHS implications*** of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address ***contractual requirements*** and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the ***work-based learning pathway*** 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 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss ***individualised learning plan*** with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the

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ELEMENT	PERFORMANCE CRITERIA
	learning environment 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
4. Implement work-based learning pathway	4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.2. Explain objectives of work-based learning and the processes involved to learner 4.3. Encourage learner to take responsibility for learning and to self-reflect 4.4. Develop techniques that facilitate learner's transfer of skills and knowledge
5. Maintain and develop the learning/facilitation relationship	5.1. Prepare for each session 5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3. Observe learner cues and change approaches where necessary to maintain momentum 5.4. Practise ***ethical behaviour*** at all times 5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties
6. Close and evaluate the learning/facilitation relationship	6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2. Seek feedback from learner on the outcomes achieved and value of the relationship 6.3. Evaluate and document process, including ***impact***, ***self evaluation and reflection***, and file according to legal and organisational requirements
7. Monitor and review the effectiveness of the work-based learning pathway	7.1. Document work performance and learning achievement and keep records according to organisational requirements 7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 7.3. Recommend improvements to work-based practice in light of the review process

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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

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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. Arange 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

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EVIDENCE GUIDE	
	provided. Assessment must ensure access to information about work activities.
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).

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.	
OHS implications may include:	• OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
Contractual requirements may include:	• training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
Work-based learning pathway may include:	• identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
Individualised learning plan may include:	• information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the

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RANGE STATEMENT	
	learner • performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
Ethical behaviour includes:	• trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty • fairness to others.
Impact may be:	• successful achievement, rate of achievement, or lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • new or increased motivation to learn • greater capacity to learn • increase in learner's self-confidence.

Self-evaluation and reflection may include:	• asking critical questions about:
	  • own ability
	  • what worked or didn't work
	  • how the relationship building process could be improved
	• reviewing records and journals on sessions and critically evaluating own performance
	• reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL404A Mentor in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	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

Application of the unit	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

Prerequisite units		

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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 ***mentoring*** relationship according to organisational procedures 1.2. Establish ***ground rules*** and negotiate realistic expectations 1.3. Establish and maintain confidentiality of the relationship in accordance with ***legislation***, ***policy and procedures***
2. Facilitate mentoring relationship	2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Support the person being mentored to develop and use skills in problem solving and decision making 2.4. Use personal and professional networks to assist the person being mentored 2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Use ***techniques for resolving differences*** 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

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ELEMENT	PERFORMANCE CRITERIA
	and style to suit their requirements 3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3. Recognise and discuss changes in the ***mentoring relationship*** with appropriate ***stakeholders*** 3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1. Establish and discuss ***benefits*** gained from the mentoring process 4.2. Reflect on and articulate the personal benefits gained from providing mentoring 4.3. Identify and report the outcomes of the mentoring arrangement and the ***benefits to the organisation*** according to organisational policy and procedures to improve the mentoring system or program

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 andreceiving feedback
• initiative and enterprise skills to apply procedures relating to OHS and environmentallegislation 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

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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.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange 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 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 • facilitate at least three mentoring sessions • provide information on sessions, including comments and notes from both mentor and learner.
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

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EVIDENCE GUIDE	
	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).

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.	

Mentoring may include:	• long-term focus on personal growth and learning
	• wide range of learning oriented to:
	  • support
	  • guidance in personal or career growth
	• relationship, not just a procedure or activity
	• one person professionally assisting the career development of another.

Ground rules may include:	• training for mentoring partners • mentoring agreement • active involvement of both partners in the mentoring process.

Legislation, ***policy and procedures*** may include:	• commonwealth and state or territory legislation and regulations, such as:
	  • privacy legislation
	  • equal employment opportunity, anti-discrimination and harassment legislation
	  • OHS legislation
	  • user choice
	• organisational policy, procedures and protocols.

Techniques for resolving differences	• finding a mutually beneficial solution • self-disclosure

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RANGE STATEMENT	
may include:	• inviting discussion • providing explanations • accessing assistance.
Mentoring relationship may include:	• informal workplace development program • formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.
Stakeholders may include:	• trainee or apprentice • manager or supervisor • RTO • learning support services, including assistive technology and diagnostic testing • funding organisation • supplier of learning resources.
Benefits may include:	• insights into organisational culture, attitudes and expected behaviours • supportive environment in which successes and failures can be evaluated • networking opportunities • development of workplace competence and self-confidence • recognition and job satisfaction • mutual respect.
Benefits to the organisation may include:	• increased productivity • new competencies in the person being mentored • staff motivation • more committed, involved and responsible learners.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TLID2010 Operate a forklift

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to operate a forklift in compliance with the relevant state/territory authority licence requirements and regulations, in a variety of operational contexts.

It includes checking forklift condition, driving forklift to fulfil operational requirements, and monitoring and maintaining forklift performance and site conditions.

Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory work health and safety (WHS)/occupational health and safety (OHS) authority.

Operation of a forklift is performed under some supervision, generally within a team environment.

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

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Check forklift condition	1.1 Condition of forklift is checked for compliance with WHS/OHS and workplace requirements for warning devices, manufacturer specifications and nature of load shifting task
	1.2 Attachments are checked to ensure appropriate adjustment and operation
	1.3 Mirrors and seats are adjusted for safe operation by driver
	1.4 Logbooks are checked and appropriate workplace documentation is completed in accordance with workplace requirements
2 Drive forklift	2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturer instructions
	2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage
	2.3 Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques
	2.4 Forklift is driven in reverse, maintaining visibility and achieving accurate positioning
	2.5 Forklift is parked, shut down and secured in accordance with manufacturer specifications, regulations and workplace procedures
3 Operate forklift to handle loads	3.1 Lifting task to be undertaken is appropriately planned, and correct lifting truck and attachments are selected
	3.2 Load is lifted, carried, lowered and set down in accordance with WHS/OHS legislation, manufacturer specifications and company procedures
4 Monitor site conditions	4.1 Hazards and traffic flow are identified when selecting the most efficient route and appropriate adjustments are made
	4.2 Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs

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5 Monitor and maintain forklift performance	5.1 Performance and efficiency of vehicle operation is monitored during use 5.2 Defective/irregular performance and malfunctions are reported to relevant personnel 5.3 Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements

Foundation Skills

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

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID2010A Operate a forklift.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2010 Operate a forklift

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids, and carrying out lubrication processes
- communicating and working effectively with others
- completing relevant documentation
- ensuring forklift and its equipment are maintained in terms of service schedule and standard operating procedures
- identifying points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring performance of forklift and its equipment, and taking appropriate action as required
- monitoring and prioritising work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and WHS/OHS standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- efficient driving techniques
- engine power management and safe operating strategies
- forklift controls, instruments and indicators, and their use
- forklift handling procedures
- high risk work licence requirements
- operating hazards and related defensive driving and hazard control techniques
- operational emergency procedures
- pre-operational checks carried out on forklift and related action
- principles of stress management when driving a forklift
- relevant duty of care requirements for operating a forklift
- relevant WHS/OHS and environmental procedures and regulations
- site layout and obstacles
- workplace operating procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIF3091A Apply awareness of dangerous goods and hazardous materials requirements

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to identify and apply an awareness of dangerous goods and hazardous materials requirements. It includes identifying legislation relating to dangerous goods and hazardous materials; segregating dangerous goods and hazardous materials; and dealing with incidents involving dangerous goods and hazardous materials.

Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

This unit is intended for persons with minimal or no contact with explosives or dangerous goods as part of their job role but who do require an awareness of how dangerous goods and hazardous materials are labelled and segregated when being transported.

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not Applicable.

Employability Skills Information

This unit contains employability skills.

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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. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and apply appropriate legislation related to transporting dangerous goods and hazardous materials	1.1 Legislation and organisational policies and procedures relating to the transport of dangerous goods and hazardous materials are identified and accessed 1.2 Labelling of different types of dangerous goods and hazardous materials is identified from accessed documentation 1.3 Hazardous loads are identified from transport manifests
2 Separate dangerous goods and hazardous materials	2.1 Where applicable, dangerous goods are correctly separated in line with relevant documentation and according to class and subsidiary risk information
3 Deal with incidents involving dangerous goods and hazardous materials	3.1 Where possible information is obtained for dangerous goods and hazardous materials involved 3.2 If applicable, documentation is checked for compliance with separation rules in accordance with organisational procedures 3.3 Information regarding dangerous goods and hazardous materials is relayed to the appropriate persons and authorities

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

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Required knowledge:

- Relevant federal, state and territory regulations and codes pertaining to identifying and labelling dangerous goods and hazardous materials, including appropriate sections of the current Australian Dangerous Goods (ADG) Code and any other applicable legislation
- Risks and hazards when transporting dangerous goods and hazardous materials
- Labelling of dangerous goods and hazardous materials

Required skills:

- Communicate effectively with others
- Read and interpret instructions, procedures, information and signs relevant to transporting dangerous goods and hazardous materials
- Identify dangerous goods and hazardous materials labels
- Operate electronic communication equipment in line with required protocol
-
-

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

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Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and/or equipment, and/or
	  • applicable documentation, including, workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment, and/or
	  • in an appropriate range of situations in 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.

Classes of dangerous goods and hazardous materials are:	• as defined in the respective Australian codes
Standard marking and signage for identified dangerous goods and hazardous materials are:	• as required in the respective Australian codes
Personnel may include:	• organisational personnel • emergency services • contractors • official representatives • other network access providers
Communication in the work area may include:	• telephone • fax • electronic, including email and internet

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	• radio
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures

Information and documents may include:	• dangerous goods identification numbers, codes, markings and signs
	• codes of practice, including:
	  • ADG Code
	  • International Maritime Dangerous Goods (IMDG) Code
	  • Australian and international explosives codes
	• manifests, bar codes, goods and container identification
	• supplier instructions
	• client instructions
	• material safety data sheets (MSDS)
	• emergency procedures

Applicable regulations and legislation may include:	• current Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the IMDG Code
	  • International Air Transport Association (IATA) Dangerous Goods by Air regulations
	  • Australian and international explosives codes
	• relevant state or territory legislation relating to:
	  • environmental protection
	  • equal employment opportunity and affirmative action
	  • OH&S
	• workplace relations regulations

Unit Sector(s)

Not Applicable.

Competency Field

F – Safety Management

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TLIP5037A Develop workplace policy and procedures

Modification History

Release 1. This is the first release of this unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace policy, including the modification of the policy to suit changed circumstances.

This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS)/workplace health and safety (WHS) guidelines.

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.

Application of the Unit

This unit addresses the knowledge, processes and techniques necessary to develop and implement a workplace policy.

This unit applies to people with managerial responsibilities who undertake work developing workplace strategies, including the development and implementation of policy and supporting procedures. It includes communicating with relevant stakeholders, developing and monitoring policies, and reviewing and improving policies.

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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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. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1 Develop workplace policy	1.1 Workplace policy requirements are identified
	1.2 Information is gathered from a range of sources to plan and develop policy
	1.3 Stakeholders are identified and consulted as a key component of the policy development process
	1.4 Policy option recommendations are made based on likely effectiveness, timeframes and cost
	1.5 Identified workplace policy requirements are reflected in policy developed
	1.6 Appropriate methods of implementation are agreed
2 Communicate workplace policy	2.1 Workplace policy and expected outcomes are promoted to key stakeholders
	2.2 Expected outcomes, activities to be undertaken and assigned responsibilities are communicated with those involved in implementing the policy
3 Implement workplace policy	3.1 Workplace policy implementation procedures are developed and communicated to stakeholders
	3.2 Strategies for continuous improvement are implemented
	3.3 Responsibility to use recording systems for tracking continuous improvement is established and assigned
4 Review workplace policy implementation	4.1 Outcomes are documented and feedback is provided to key personnel and stakeholders
	4.2 Outcomes of policy implementation are investigated
	4.3 Records to identify trends that may require remedial action are monitored and used to promote continuous improvement of performance

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4.4 Policy and or procedures are modified as required to ensure improvements are made

Required Skills and Knowledge

This section describes the knowledge and skills required for this unit.

Required knowledge:

- Best practice approaches relevant to own work area
- Equal employment opportunity, equity and diversity principles, and work health and safety (WHS)/occupational health and safety (OHS) implications of policy being developed
- Legislation, regulations and codes of practice applicable to industry and organisation
- Quality assurance systems relevant to own organisation
- Relevant industry standards
- Relevant organisational policies, procedures and protocols

Required skills:

- Adjust communication to suit different audiences
- Consult on and validate policy
- Effectively manage different points of view and dissenting stakeholders
- Prepare written reports using precise expression, language and structures suited to the intended audience
- Read and evaluate complex and formal documents such as policy and legislation
- Research, analyse and present information
- Respond effectively to diversity
- Work as a member of a team

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in	Evidence of the following is essential: • involvement as a key person in planning, developing and implementing organisational policy that complies with

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this unit	legislative requirements • implementing strategy, as part of the policy, that has been devised, implemented and reviewed • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • reviewing and improving policies by identifying improvements and benchmarking against industry best practice, and attempting new approaches over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in developing and implementing policy • evidence is collected over time, involving both formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and 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 • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • observation over time in relation to review of work area relating to policy and procedures being developed.

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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.

Workplace policy requirements may include:	• client requirements • codes of practice • community issues • legislative or regulatory requirements • organisational requirements • supplier requirements
Sources may include:	• organisational specifications • regulatory or legislative sources • relevant personnel
Stakeholders may include:	• clients • employees of the organisation • government • local community • other organisations • regulators • specialists from outside the organisation with particular technical expertise • suppliers

Unit Sector(s)

Not applicable.

Competency Field

P – Administration and Finance

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HLT Health

Modification History

Release	Release Date	Comments
Release 2.0	August 2015	HLT Training Package second release. This release meets the National Skills Standards Council's Standards for Training Packages. 28 new qualifications. HLT33015 Certificate III in Allied Health Assistance HLT33115 Certificate III in Health Services Assistance HLT37015 Certificate III in Sterilisation Services HLT37115 Certificate III in Hospital/Health Services Pharmacy Support HLT37215 Certificate III in Pathology Collection HLT37315 Certificate III in Health Administration HLT37415 Certificate III in Pathology Assistance HLT42015 Certificate IV in Massage Therapy HLT43015 Certificate IV in Allied Health Assistance HLT47015 Certificate IV in Sterilisation Services HLT47115 Certificate IV in Hospital/Health Services Pharmacy Support HLT47315 Certificate IV in Health Administration HLT47415 Certificate IV in Audiometry HLT47515 Certificate IV in Operating Theatre Technical Support HLT47615 Certificate IV in Cardiac Technology HLT47715 Certificate IV in Medical Practice Assisting HLT47815 Certificate IV in Optical Dispensing HLT52015 Diploma of Remedial Massage HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage

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		HLT52215 Diploma of Shiatsu and Oriental Therapies HLT52315 Diploma of Clinical Aromatherapy HLT52415 Diploma of Kinesiology HLT52515 Diploma of Reflexology HLT52615 Diploma of Ayurvedic Lifestyle Consultation HLT57415 Diploma of Audiometry HLT57715 Diploma of Practice Management HLT57915 Diploma of Anaesthetic Technology HLT62615 Advanced Diploma of Ayurveda 13 new skill sets 164 new competencies Significant changes to content across all components. addition of new evidence requirements for assessment.
Release 1.3	October 2014	ISC upgrade of HLTAID001 - HLTAID007 Updated mapping information. Changes to assessment requirments. Equivalent outcome.
Release 1.2	October 2013	Minor corrections to formatting to improve readability. Correction of metadata, mapping and links. 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. This release meets the National Skills Standards Council’s Standards for Training Packages. 7 new qualifications • HLT20113 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care • HLT30113 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care

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		• HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care • HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice • HLT50113 Diploma of in Aboriginal and/or Torres Strait Islander Primary Health Care • HLT50213 Diploma of in Aboriginal and/or Torres Strait Islander Primary Health Care Practice • HLT60113 Advanced Diploma of in Aboriginal and/or Torres Strait Islander Primary Health Care 19 new skill sets 92 new competencies Significant changes to content across all components. addition of new evidence requirements for assessment.

Credit Arrangements

QUALIFICATION CODE	*QUALIFICATION TITLE*	*CREDIT ARRANGEMENT DETAILS*
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	At the time of endorsement of this

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	Torres Strait Islander Primary Health Care	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

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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 *HLT Health Training Package release 1.0* 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.

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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.

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HLTSS00028 Renal Care Skill Set for Aboriginal and/or Torres Strait Islander Primary Health Care Practice

Modification History

Release	Comments
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome. Significant changes to units
Release 3	Added Companion Volumes link. Equivalent outcome
Release 2	Corrections to errors and changes to formatting to improve readability. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* 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

HLTRNL001 Support a person with chronic kidney disease

HLTRNL002 Provide care and support to a person undergoing renal replacement therapy

Pathways Information

These units may provide credit towards the Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care.

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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.

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HLTSS00029 Ear and Hearing Health Skills Set for Aboriginal and/or Torres Strait Islander Primary Health Care

Modification History

Release	Comments
Release 4	Units of Competency updated (see mapping at www.cshisc.com.au) Equivalent outcome
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 *HLT Health Training Package release 1.0* 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

HLTAUD003 Assess and respond to occupational noise risk

HLTAUD002 Conduct play audiometry

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.

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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.

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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 *HLT Health Training Package release 1.0* 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.

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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.

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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 *HLT Health Training Package release 1.0* 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.

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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.

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HLTSS00032 Aboriginal and/or Torres Strait Islander Healthy Children Skill Set

Modification History

Release	Comments
Release 4	No changes to skill set. Units listing missing from printed document. Equivalent outcome
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 *HLT Health Training Package release 1.0* 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.

Units

CHCPRT001 Identify and respond to children and young people at risk

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

HLTAHW038 Assess and promote physical and emotional wellbeing of children

HLTAHW039 Monitor early childhood growth and development

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.

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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.

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HLTSS00033 Aboriginal and/or Torres Strait Islander Family Health Skill Set

Modification History

Release	Comments
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Typographical errors corrected. Equivalent outcome.
Release 3	Added Companion Volumes link. Equivalent outcome
Release 2	Corrections to errors and changes to formatting to improve readability. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* 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

CHCDFV002 Provide support to children affected by domestic and family violence

CHCPRT001 Identify and respond to children and young people at risk

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

HLTAHW034 Provide healthy lifestyle programs and advice

HLTAHW051 Respond to loss, grief and trauma

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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

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HLTSS00034 Aboriginal and/or Torres Strait Islander Youth 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 *HLT Health Training Package release 1.0* 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 Aboriginal and/or Torres Strait Islander youth work.

Units

CHCPRT002 Support the rights and safety of children and young people

CHCYTH004 Respond to critical situations

HLTAHW012 Assist with prevention and minimisation of substance misuse

HLTAHW026 Provide information and strategies in sexual health for men

HLTAHW027 Provide information and strategies in sexual health for women

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 IV in Aboriginal and/or Torres Strait Islander Primary Health Care.

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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 Aboriginal and/or Torres Strait Islander youth work

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 youth.

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HLTSS00035 Chronic Condition Self-management for Aboriginal and/or Torres Strait Islander Clients Skill Set

Modification History

Release	Comments
Release 4	Units of Competency updated (see mapping at www.cshisc.com.au) Equivalent outcome
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 *HLT Health Training Package release 1.0* 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

CHCCCS001 Address the needs of people with chronic disease

CHCCCS023 Support independence and wellbeing

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.

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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.

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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 *HLT Health Training Package release 1.0* 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.

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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

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HLTSS00037 Advanced Practice for Aboriginal and/or Torres Strait Islander Health Workers Skill Set

Modification History

Release	Comments
Release 5	This version was released in *HLT Health Training Package release 3.0*. Updated title of HLTINF004. Equivalent competency outcome.
Release 4	Units of competency updated (see mapping at www.cshisc.com.au) equivalent outcome
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 *HLT Health Training Package release 1.0* 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

HLTINF004 Manage the prevention and control of infection

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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 e for work in advanced practice for Aboriginal and/or Torres Strait Islander Health Workers.

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HLTSS00038 Aboriginal and/or Torres Strait Islander Disability Care Skill Set

Modification History

Release	Comments
Release 4	Units of Competency updated (see mapping at www.cshisc.com.au) Equivalent outcome
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 *HLT Health Training Package release 1.0* 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

CHCDIS010 Provide person-centred services to people with disability 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.

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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.

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HLTSS00039 Aboriginal and/or Torres Strait Islander Aged Care Skill Set

Modification History

Release	Comments
Release 4	Units of competency updated (see mapping at www.cshisc.com.au) Equivalent outcome
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 *HLT Health Training Package release 1.0* 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

CHCAGE005 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.

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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.

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HLTSS00040 Smoking Cessation Skill Set

Modification History

Release	Comments
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 3	Added Companion Volumes link. Equivalent outcome
Release 2	Corrections to errors and changes to formatting to improve readability. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* 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

CHCCCS014 Provide brief interventions

HLTPOP014 Assess readiness for and effect behaviour change

HLTPOP015 Provide information on smoking and smoking cessation

HLTPOP016 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

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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.

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HLTSS00041 Aboriginal and/or Torres Strait Islander Sexual Health Skill Set

Modification History

Release	Comments
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 3	Added Companion Volumes link. Equivalent outcome
Release 2	Corrections to errors and changes to formatting to improve readability. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* 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

CHCCCS014 Provide brief interventions

CHCCDE004 Implement participation and engagement strategies

CHCPRP001 Develop and maintain networks and collaborative partnerships

HLTAHW026 Provide information and strategies in sexual health for men

HLTAHW027 Provide information and strategies in sexual health for women

CHCPOL003 Research and apply evidence to practice

HLTPAT004 Collect pathology specimens other than blood

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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.

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HLTSS00042 Aboriginal and/or Torres Strait Islander Men's Health Skill Set

Modification History

Release	Comments
Release 4	Units of competency updated (see mapping at www.cshisc.com.au). Typographical errors corrected. Equivalent outcome.
Release 3	Added Companion Volumes link. Equivalent outcome
Release 2	Corrections to errors and changes to formatting to improve readability. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* 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 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families

HLTPOP014 Assess readiness for and effect behaviour change

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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.

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HLTSS00043 Telehealth Administration skill set

Modification History

Release	Comments
Release 4	Units of Competency updated (see mapping at www.cshisc.com.au) Equivalent outcome
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 *HLT Health Training Package release 1.0* 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

CHCDIV001 Work with diverse people

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

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.

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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.

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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 *HLT Health Training Package Release 1.1*.

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.

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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.

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HLTSS00045 Aboriginal and/or Torres Strait Islander Community Nutrition and Food Security

Modification History

Release	Comments
Release 2	Units of competency updated (see mapping at www.cshisc.com.au) Equivalent outcome
Release 1.0	This skill set was first released in HLT07 Health Training Package Release 5.1

Description

This skill set provides a set of skills for workers to build local capacity to address nutrition and food security within Aboriginal and/or Torres Strait Islander communities.

Units

CHCCD412B Work within a community development framework

CHCCD404E Develop and implement community education programs

CHCPROM401C Share health information

HLTAHW021 Provide nutrition guidance for specific health care

HLTAHW053 Address the impact of food security on community health

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 certification requirements apply to this skill set at the time of publication.

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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 II level or higher, or commensurate industry skills as evaluated through recognition of prior learning.

Target Group

This skill set is for workers in Aboriginal and/or Torres Strait Islander communities across a range of community services and health roles.

Suggested words for Statement of Attainment

This skill set meets industry requirements for work with Aboriginal and/or Torres Strait Islander families and communities to address food security and promote optimal nutrition.

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HLTSS00046 Aromatic Therapies Skill Set

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update typographical errors.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New skill set

Description

This skill set reflects the skill requirements for Clinical Aromatherapists using specialised aromatic formulations in their practice.

Units

HLTARO008 Prepare and dispense aromatic formulations

HLTARO009 Select and advise on aromatic therapies

CHCPOL003 Research and apply evidence to practice

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package

Licensing/Regulatory Information

Nil.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold the HLT52315 Diploma of Clinical Aromatherapy

or

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- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Target Group

This skill set is for workers with existing experience or qualifications in Clinical Aromatherapy seeking to broaden and deepen their specialised skills.

Suggested words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for working with specialised aromatic therapies.

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HLTSS00047 Audiometry Skill Set

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update typographical errors.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to units

Description

This skill set reflects the skill requirements for health care workers whose job role includes hearing assessment.

Units

HLTAUD001 Assess hearing

HLTAUD002 Conduct play audiometry

HLTAUD003 Assess and respond to occupational noise risk

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package.

Licensing/Regulatory Information

Nil

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in health or related areas

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or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Target Group

This skill set is for healthcare workers in direct client care roles seeking to broaden their skills to include hearing assessment.

Suggested words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for the hearing assessments.

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HLTSS00048 Clinical Coding Skill Set

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update typographical errors.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to units

Description

This skill set reflects the skill requirements for clinical coding.

Units

HLTADM005 Produce coded clinical data

HLTADM006 Undertake complex clinical coding

HLTADM007 Complete highly complex clinical coding

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package.

Licensing/Regulatory Information

Nil

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in health or related areas

or

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- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Target Group

This skill set is for healthcare workers seeking to broaden their skills to include clinical coding.

Suggested words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for clinical coding.

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HLTSS00049 Oral Health Care Skill Set

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update typographical errors.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to units

Description

This skill set provides skills for promoting good oral health to clients and groups through the provision of visual oral health checks, educational and motivational information including the demonstration of oral hygiene practices and techniques where appropriate.

Units

HLTOHC001 Recognise and respond to oral health issues

HLTOHC002 Inform and support patients and groups about oral health

HLTOHC004 Provide or assist with oral hygiene

Pathways Information

These units may provide credit towards a number of Health and Community Services qualifications at Certificate IV level or above.

Licensing/Regulatory Information

Nil

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

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- hold a qualification at Certificate III level or higher in community services or health or related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Target Group

This skill set is for workers with existing experience or qualifications in health sector roles seeking to broaden their skills.

Suggested words for Statement of Attainment

This skill set meets industry requirements for work in oral health care in the health care environment

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HLTSS00050 Oral Health Care Skill Set for Aboriginal and/or Torres Strait Islander Health Workers

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Update to mapping and typographical errors. Supersedes HLTSS00026 Oral Health Care Skill Set for Aboriginal and/or Torres Strait Islander Health Workers.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to units

Description

This skill set reflects the skill requirements for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of promoting good oral health to clients and groups through the provision of visual oral health checks and screening, educational and motivational information including the demonstration of oral hygiene practices and techniques where appropriate

Units

HTAHW025 Provide information and strategies in health care

HLTOHC001 Recognise and respond to oral health issues

HLTOHC002 Inform and support patients and groups about oral health

HLTOHC005 Use basic oral health screening tools

HLTOHC006 Apply fluoride varnish

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package.

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Licensing/Regulatory Information

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

Skill Set Requirements

This skill set is for people who hold a qualification at Certificate IV level or who have commensurate industry skills as evaluated through recognition of prior learning processes

Target Group

Aboriginal and/or Torres Strait Islander Health Workers

Suggested words for Statement of Attainment

This skill set meets industry requirements for work in oral health care

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HLTSS00051 Allied Health Assistance – Community Rehabilitation Skill Set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSS00001 Allied health assistance - community rehabilitation skill set. Significant changes to units. Minimum work requirement of 120 hours.

Description

This skill set reflects the skill requirements for those working in community rehabilitation.

Units

HLTAHA004 Support client independence and community participation

HLTAHA024 Work within a community rehabilitation environment

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package, including HLT43015 Certificate IV in Allied Health Assistance.

Licensing/Regulatory Information

Nil

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in Health or related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

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Target Group

This skill set has been endorsed by industry as suitable for individuals working in the health industry who wish to develop skills in community rehabilitation assistance.

Suggested words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in allied health assistance in community rehabilitation.

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HLTSS00052 Allied Health Assistance – Nutrition and Dietetics Skill Set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSS00002 Allied health assistance - nutrition and dietetics skill set. Significant changes to units. Minimum work requirement of 120 hours.

Description

This skill set applies to allied health assistants and work should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional. It reflects the skill requirements for those working in allied health (nutrition and dietetics).

Units

HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines

HLTAHA019 Assist with monitoring and modification of meals and menus according to individualised plans

HLTAHA020 Support food services in menu and meal order processing

HLTAHA021 Assist with screening and implementation of therapeutic diets

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package, including HLT43015 Certificate IV in Allied Health Assistance.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in Health or related field

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or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

Target Group

This skill set has been endorsed by industry as suitable for individuals working in the health industry who wish to develop skills in nutrition and dietetics.

Suggested words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in allied health assistance in nutrition and dietetics.

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HLTSS00053 Allied Health Assistance – Occupational Therapy Skill Set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSS00003 Allied health assistance - occupational therapy skill set. Significant changes to units. Minimum work requirement of 120 hours.

Description

This skill set applies to allied health assistants and work should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional. It reflects the skill requirements for those working in allied health (occupational therapy).

Units

HLTAHA010 Assist with the development and maintenance of client functional status

HLTAHA016 Support the fitting of assistive equipment

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package, including HLT43015 Certificate IV in Allied Health Assistance.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in Health or related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

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Target Group

This skill set has been endorsed by industry as suitable for individuals working in the health industry who wish to develop skills in occupational therapy.

Suggested words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in allied health assistance in occupational therapy.

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HLTSS00054 Allied Health Assistance – Physiotherapy Skill Set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSS00004 Allied health assistance - physiotherapy skill set. Significant changes to units. Minimum work requirement of 120 hours.

Description

This skill set applies to allied health assistants and work should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional. It reflects the skill requirements for those working in allied health (physiotherapy).

Units

HLTAHA003 Deliver and monitor a client-specific exercise program

HLTAHA005 Support the delivery and monitoring of a physiotherapy program for mobility

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package, including HLT43015 Certificate IV in Allied Health Assistance.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in Health or related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

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Target Group

This skill set has been endorsed by industry as suitable for individuals working in the health industry who wish to develop skills in physiotherapy assistance.

Suggested words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in allied health assistance in physiotherapy.

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HLTSS00055 Allied Health Assistance – Podiatry Skill Set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSS00005 Allied health assistance - podiatry skill set. Significant changes to units. Minimum work requirement of 120 hours.

Description

This skill set applies to allied health assistants and work should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional. It reflects the skill requirements for those working in allied health (podiatry).

Units

HLTAHA006 Assist with basic foot hygiene

HLTAHA007 Assist with podiatric procedures

HLTAHA008 Assist with podiatry assessment and exercise

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package, including HLT43015 Certificate IV in Allied Health Assistance.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in Health or related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

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Target Group

This skill set has been endorsed by industry as suitable for individuals working in the health industry who wish to develop skills in podiatry assistance.

Suggested words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in allied health assistance in podiatry.

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HLTSS00056 Allied Health Assistance – Social Work Skill Set

Modification History

Release	Comments
Release 1	New skill set. This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Minimum work requirement of 120 hours.

Description

This skill set applies to allied health assistants and work should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional. It reflects the skill requirements for those working in allied health (social work).

Units

HLTAHA001 Assist with an allied health program

HLTAHA017 Assist with social work

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package, including HLT43015 Certificate IV in Allied Health Assistance.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in Health or related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

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Target Group

This skill set has been endorsed by industry as suitable for individuals working in the health industry who wish to develop skills in social work assistance.

Suggested words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in allied health assistance in social work.

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HLTSS00057 Allied Health Assistance – Speech Pathology Skill Set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSS00006 Allied health assistance - speech pathology skill set. Significant changes to units. Minimum work requirement of 120 hours.

Description

This skill set applies to allied health assistants and work should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional. It reflects the skill requirements for those working in allied health (speech pathology).

Units

HLTAHA012 Support the development of speech and communication skills

HLTAHA013 Provide support in dysphagia management

HLTAHA014 Assist and support the use of augmentative and alternative communication systems

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package, including HLT43015 Certificate IV in Allied Health Assistance.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in Health or related field

or

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- have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

Target Group

This skill set has been endorsed by industry as suitable for individuals working in the health industry who wish to develop skills in speech pathology assistance.

Suggested words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in allied health assistance in speech pathology.

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HLTSS00058 Reflexology Skill Set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSS00022 Reflexology skill set. Significant changes to units.

Description

This skill set reflects the skill requirements for using reflexology as an adjunct to an existing health care practice.

Units

HLTREF001 Develop reflexology practice

HLTREF002 Provide reflexology for relaxation

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package, including the HLT52515 Diploma of Reflexology.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Nil.

Target Group

This skill set is for individuals with existing qualifications in healthcare and other complementary & alternative health modalities, seeking to broaden their skills.

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Suggested words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for people adding the use of reflexology to their existing practice.

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HLTSS00059 Venous blood collection skill set

Modification History

Release	Comments
Release 1	New skill set. This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages.

Description

This skill set reflects the skill requirements for health care workers whose job role includes collection of blood via venepuncture.

Units

HLTPAT001 Identify and respond to clinical risks in pathology collection

HLTPAT002 Perform venous blood collections

HLTINF001 Comply with infection prevention and control policies and procedures

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in health

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

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Target Group

This skill set is for healthcare workers in direct client care roles seeking to broaden their skills to include performance of venous blood collection.

Suggested words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for the collection of blood via venepuncture.

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HLTSS00060 Dental radiography skill set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSS00011 Dental radiography skill set. Significant changes to units.

Description

This skill set provides skills for dental radiography work.

Units

HLTDEN007 Apply the principles of radiation biology and protection in dental practice

HLTDEN008 Prepare to expose a prescribed dental radiographic image

HLTDEN009 Produce a prescribed dental radiographic image

Pathways Information

These units may provide credit towards the HLT45015 Certificate IV in Dental Assisting.

Licensing/Regulatory Information

Applicants seeking a radiation user licence must apply to their relevant State/Territory.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who hold Certificate III in Dental Assisting or Certificate IV in Dental Assisting or a higher qualification in oral health related field.

Target Group

This skill set is for workers who have a relevant dental qualification or experience in dental work roles and are seeking to broaden their skills.

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Suggested words for Statement of Attainment

These units of competency from the HLT Health Training Package meet industry requirements for dental radiography work in the health care environment.

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HLTSS00061 Food safety supervision skill set - for community services and health industries

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes HLTSS00013 Food safety supervision skill set - for community services and health industries. Significant changes to units.

Description

This skill set reflects the skills required to prevent, recognise and address food handling hazards in a health or community services workplace. The role includes supervising other people handling food to ensure it is safe for consumption and ensuring food handling practices adhere to the organisation’s food safety program.

Units

HLTFSE001 Follow basic food safety practices

HLTFSE005 Apply and monitor food safety requirements

HLTFSE007 Oversee the day-to-day implementation of food safety in the workplace

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services and HLT Health Training Packages including the HLT33215 Certificate III in Health Support Services.

Licensing/Regulatory Information

This skill set may relate to current food safety legislation relating to requirements for Food Safety Supervisors in the health and community services sectors.

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who:

- hold a Certificate II in Health Support Services

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or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector food services roles seeking to broaden their skills to include supervising others to ensure that food handling is carried out correctly and safely.

Suggested words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for supervising a team to implement an organisation’s food safety program in a health and/or community services setting.

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HLTSS00062 Enrolled Nurse – Renal Health Care Skill Set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to units. Supersedes HLTSS00024

Description

This skill set provides skills for the support and management of people with acute kidney injury and chronic kidney disease. Application of this skill set in nursing practice is only appropriate where the enrolled nurse is under supervision of a relevant health professional and working as a member of the health care team.

Units

HLTENN007 Administer and monitor medicines and intravenous therapy

HLTRNL001 Support the person with chronic kidney disease

HLTRNL002 Provide care and support to a person undergoing renal replacement therapy

Pathways Information

These units may provide credit towards the HLT64115 Advanced Diploma of Nursing.

Licensing/Regulatory Information

Nil

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who hold a Diploma of Nursing.

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Target Group

This skill set is for enrolled nurses who have existing experience or qualifications in health sector roles and are seeking to broaden their skills.

Suggested words for Statement of Attainment

These units of competency from the HLT Health Training Package meet industry requirements for enrolled nurses specialising in renal care in the community or health care environment.

Custom Content Section

Not applicable.

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HLTSS00063 Advanced Paramedical Science Skill Set

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. New Skill Set

Description

This skill set provides skills for paramedical science emergency workers to specialise in provision of advanced emergency assessment and clinical care.

To achieve this skill set, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of units of competency.

Units

HLTAMB004	Conduct advanced clinical assessment
HLTHPS008	Provide clinical mentoring in the work environment
HLTAMB009	Deliver intensive clinical care

Pathways Information

This skill set provides a pathway for paramedical science emergency workers to articulate into higher education.

Licensing/Regulatory Information

Nil

Skill Set Requirements

This skill set has been endorsed by industry as suitable for individuals who hold Diploma of Paramedical Science.

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Target Group

This skill set is for workers with existing experience or qualifications in paramedical science seeking to broaden or deepen their clinical skills.

Suggested words for Statement of Attainment

These units of competency from the HLT Health Training Package meet industry requirements for paramedical science work in the pre-hospital/out-of-hospital health care environment.

Custom Content Section

Not applicable.

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